

4-19-2018

Minutes, College of Liberal Arts Faculty Meeting, Thursday, April 19, 2018

College of Liberal Arts Faculty, Rollins College

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College of Liberal Arts Faculty, Rollins College, "Minutes, College of Liberal Arts Faculty Meeting, Thursday, April 19, 2018" (2018).
The College of Liberal Arts Faculty Minutes. 135.
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Meeting of the Faculty of the College of Liberal Arts

4/19/18

In Attendance

Agee; Alam; Almond; Anderson; Archard; Armenia; Balzac; Barnes; Barreneche; Bernal; Boles; Boniface; Brandon; S.-E. Brown; V. Brown; Cannaday; Carnahan; J. Cavanaugh; Charles; Cheng; Chong; Cooperman; Coyle; Crozier; D'Amato; Davidson; D. Davison; J. Davison; N. Decker; Diaz-Zambrana; Driggers; Ewing; Fetscherin; Fokidis; Fonseca dos Santos; Forsythe; Framson; French; Fuse; Garcia; Gerchman; Gilmore; Gournelos; Greenberg; Habgood; Hammonds; Da. Hargrove; De. Hargrove; Harwell; Hewit; Houndonougbo; Hudson; Johnson; Jones; Kiefer; Kistler; Kline; Kodzi; Lackman; Lewin; Littler; Mathews; Mays; McCall; McClure; McInnis-Bowers; McLaren; McLaughlin; Mesavage; Mesbah; Mohr; Montgomery; Moore; Mosby; Murdaugh; Myers; Namingit; Nichter; Niles; Nodine; Norsworthy; O'Sullivan; Park; Parsloe; Parziale; Patrone; Peng; Perez-Villa; Pett; Pieczynski; Poole; Queen; Reich; Riley; Roe; Rogers; Rubarth; Santiago Narvaez; Sardy; Schoen; Singaram; Singer; Smaw; B. Stephenson; P. Stephenson; Stone; Summet; Sutherland; Svitavsky; Teymurgolu; Tillmann; Vander Poppen; Vitray; Voicu; Warnecke; Wellman; Wilson; Winet; Witmer; Yankelevitz; Yao; Yu; Zhang

Announcements

Cornwell: We are making changes in when certain faculty awards will be announced. Aurthur Vining Davis award will be handed out at last faculty meeting [roaring cheers]; McKean award will be handed out at graduation.

Approval of the Minutes from 4/5/18 CLA Faculty Meeting

Moved: Almond

Second: McLaughlin

Approved by Voice Vote

New Business

FEC Slate

Motion to Approve Proposed Slate (See Attached)

Moved: Cooperman

Second: Cheng

Approved: 83 – yes; 3 – no; 3 - Abstain

All Faculty Appeals Committee Slate (See Attached)

Motion to Approve Proposed Slate

Moved: McLaughlin

Second: Mays

Approved: 95 – yes; 1 – no; 1 - abstain

Governance Elections

Curriculum Committee: 3 vacancies

Elected: **Whitney Coyle, Rachel Simmons**

Motion to hold run-off between two candidates tied for 3rd slot.

Motion: Kistler

Second: Vander Poppen

Approved by Voice Vote

Third Seat: **Jasmine Alam**

Faculty Affairs; 1 vacancy

Request to Vote by Acclimation: Tillman

Second: D'Amato

Elected: Jill Jones

Student Life (2 vacancies)

Request to Vote by Acclimation: Tillman

Second: McLaren

Elected: Zhaochang Peng; Amy Parziale

Diversity Council: Nominations from Floor (Divisional Vote to Follow)

- None

Global Initiatives Committee: Nominations from Floor (Divisional Vote to Follow)

- None

rFLA 2.0 (See Attached)

Almond: CC endorses open borders model for modifications to rFLA.

Motion to Approve Modifications to rFLA Curriculum

Moved: Stevenson

Second: D'Amato

Jones: Have we really revisited the curriculum as a synthetic whole? We haven't done that? We were promised that we would get a chance to do so.

Almond: This curriculum is tied to a grant that has two more years in its cycle. We would need to be beyond the Mellon Grant cycle to do a full evaluation.

Queen: Why two themes for tagging? Why not more or less?

Almond: We want faculty to pick dominant themes and teach to them. We also need efficiency for record keeping. Faculty identify the themes that their courses most readily intersect with.

D. Davison: One of the challenges of the new curriculum was trying to find connections across courses within a theme. How does this modification address this problem? Students indicate that the connections seem forced when students evaluate them in the 300 level. How does this modification solve that problem?

Almond: That observation is not consistent across student experience. Some trajectories are well-organized and others don't have as much coherence. We need to get better at this kind of integration and we need to reconceptualize what we do at the 300-level.

J. Davison: Movement to a neighborhood was predicated on the basis that skills were enhanced when there were connections in the content of the courses. If we abandon that, it may make teaching skills more difficult. I am skeptical about whether students will really make intentional choices about their 300 levels or the courses leading up to them. Maybe it is better that we reevaluate fully in three years. We've moved from the content of the Liberal Arts to skills, and we may lose control over a LA education as we deliver this.

Almond: We still have our divisional requirement. Students still have to take courses across each division. The new model proposed provides flexibility and the danger is that students will

select courses without much consideration, but it also provides students the ability to make connections that are meaningful to them.

Littler: We still have disciplinary ways of knowing. The theme is no longer central, focus is on disciplinary ways of knowing and the juxtapositions they create. The next step is on nurturing whatever program we choose. We are going to revise what we do throughout the program to create an integrative experience.

O'Sullivan: Based on what I've seen students understand the theme far better now than previously in the 300-level. I'm not sure how that experience would change in a positive way with the new system. How do I integrate all of the themes in my 300-level capstone. Now that many students have gone through, I'm not seeing improvements in areas related to skills as much as I'd like, but the major gap is knowledge, not skills.

Tillmann: To what extent have students been consulted on this? The outside consultant had a very small sample of students. If this passes, are we going to recategorize things as early as Fall schedule?

Almond: 4-5 SGA representatives have regularly participated in CC and Russell has gone to SGA for consultation. For transitioning, next fall stays the same. Implementation plan will be worked out for Spring.

Carnahan: I support the proposal. I am concerned about titles and themes. I want to go on record for themes that cry out for media headlines: eg. Environment in Crisis. Does Enduring Questions tie to NEH concepts or are we looking at this more broadly?

Almond: It is tricky to find a balance between openness and focus. We never seem content with themes. With Enduring Questions, we weren't specifically responding to NEH guidelines. You as faculty determine where you are in this constellation. We were split 50/50 about keeping our current system. We were split 50/50 about going to a 1 neighborhood model. The split was 70/30 in favor of this model.

Moore: What is the point of having the theme if the student can move from theme to theme.

Almond: These are not cohorts the way they were formerly conceived.

D'Amato: In response to Thom, we were thinking that keeping the themes would be for faculty cohorts to create intentional links between faculty for pedagogy. I'm in favor because it is incremental and is the right amount of tweaking.

Vander Poppen: I am against this revision for two reasons. 1: We made significant changes in adopting the divisional exception and we haven't let that play itself out. If our real problem is in student flexibility and faculty efficiency, let's give that change a chance to fix those issues. 2: I believe that the themes are important, and that the student cohort experience is an important. Without the themes, we lose that coherence.

Almond: We don't have to pass this. We can revisit this. To the concern about lack of coherence, 300-levels will all be two themes tagged and they will persist for several semesters. Students can aim at those 300-levels.

Boniface: Call the question

Jones: Second

Question Called by Voice Vote

Motion Passes: 67 – Yes; 33 – No; 10 – Abstain

Faculty/Staff Benchmark Presentation (See Attachment)

Singer: This is an overview of analyzing our staffing and salary compared with our benchmark institutions with a 10-year window. The slides will be posted via Blackboard along with additional materials.

Boniface: no q. just observation. Wish we had data 5 yrs ago. Faculty growing faster than revenue. Wish we had this data to help us plan where the growth would occur in an intentional way.

Carnahan: Can you speak to means, given the standard deviations - any plans to adjust for full professors?

Singer: Faculty comp policy asked where we are relative to median salaries. Light grey bars give us an indication if we are within +/- .25 between our peers. Can't separate out time in rank. CUPA data can be provided for that. She has it. Welcomes folks who want to see it. This data doesn't allow us to separate that out.

J. Davison: Thinks this is including Crummer. That's a problem. Growing in numbers in student affairs and others. Those are bodies not compensation. I'd advise breaking that out. Student athletes have increased by 100% to 150%. All those are expensive programs and we need data on the number of student athletes.

Agenda: Meeting of the Faculty of the College of Liberal Arts
4/19/18

1. Announcements
2. Approval of the Minutes from 4/5/18 CLA Faculty Meeting
3. New Business
 - a. Approval of the FEC slate and All Faculty Appeals Committee slate
 - b. Governance Elections
 - c. rFLA 2.0 vote
 - d. Faculty/Staff Benchmark Presentation
4. Committee Reports
 - a. Curriculum Committee
 - b. Faculty Affairs Committee
 - c. Executive Committee

Faculty Evaluation Committee and All-Faculty Appeals Committee Slates 2018-2019

Faculty Evaluation Committee

Business:	Don Rogers (2016-2019)
Expressive Arts:	Dana Hargrove (2018-2021)*
Humanities:	Bill Boles (2017-2019)
Science and Math:	John Houston (2017-2020)
Social Sciences:	Joan Davison (2017-2020)
Social Sciences—Applied:	Rick Bommelje (2018-2020)*

Alternate: Lisa Tillman (2018-2019)*

All-Faculty Appeals Committee

Lee Lines	(2018-2021)*
Jill Jones	(2017-2019)
Rachel Simmons	(2017-2020)

Alternates:

Rachel Newcomb	(2018-2021)*
Stacey Dunn	(2018-2021)*

*indicates new member

Spring 2018 All-College Committee Elections

Student Life Committee (2 vacancies)

Continuing Members:

Greg Cavanaugh

Matt Nichter

Bill Svitavsky

Vacancies:

Two at-large vacancies (2 year term)

Zhaochang Peng

Amy Parziale

Diversity Council (3 vacancies)

Continuing Members:

Nolan Kline (Social Sciences Representative)

Alice Davison (Science and Mathematics Division Representative)

Martha Cheng (Humanities Representative)

Vacancies:

Expressive Arts Representative (2 year term)

Robin Gerchman

Caitlin Mohr

Business Division Representative (2 year term)

Sheryll Namingit

Social Sciences—Applied Division Representative (2 year term)

Nancy Niles

Sarah Parsloe

Maridath Wilson

Global Initiatives Committee (6 vacancies)

Vacancies:

Six Divisional Representatives (2 year term):

Business

Nick Houndonougbo

Marc Sardy

Expressive Arts

Hillary Cooperman

Humanities

Victoria Brown

Ryan Musgrave

Social Sciences

Zack Gilmore

Social Sciences—Applied

Allen Johnson

Sciences

Barry Allen

Zeynep Teymuroglu

The Curriculum Committee seeks endorsement from the faculty of the College of Liberal Arts on the following revisions to the rFLA curriculum:

1. Students will take 5 Foundations Seminars
2. rFLA courses will fall under the following themes:
 - a. Innovation
 - b. Identity
 - c. Cultural Collision
 - d. Enduring Questions
 - e. Environments
3. Students may move between thematic clusters
4. A single course may be tagged with up to 2 themes from the list
5. Themes will cycle over time

Effective Fall 2018

Straw Poll Results—99 respondents

Is the four neighborhoods model acceptable to you?

Yes—48%

No—51%

Is the open borders model acceptable to you?

Yes—76%

No—24%

Is the one neighborhood model acceptable to you?

Yes—54%

No—46%

What is your preferred model for rFLA 2.0?

Model A—8%

Model B—67%

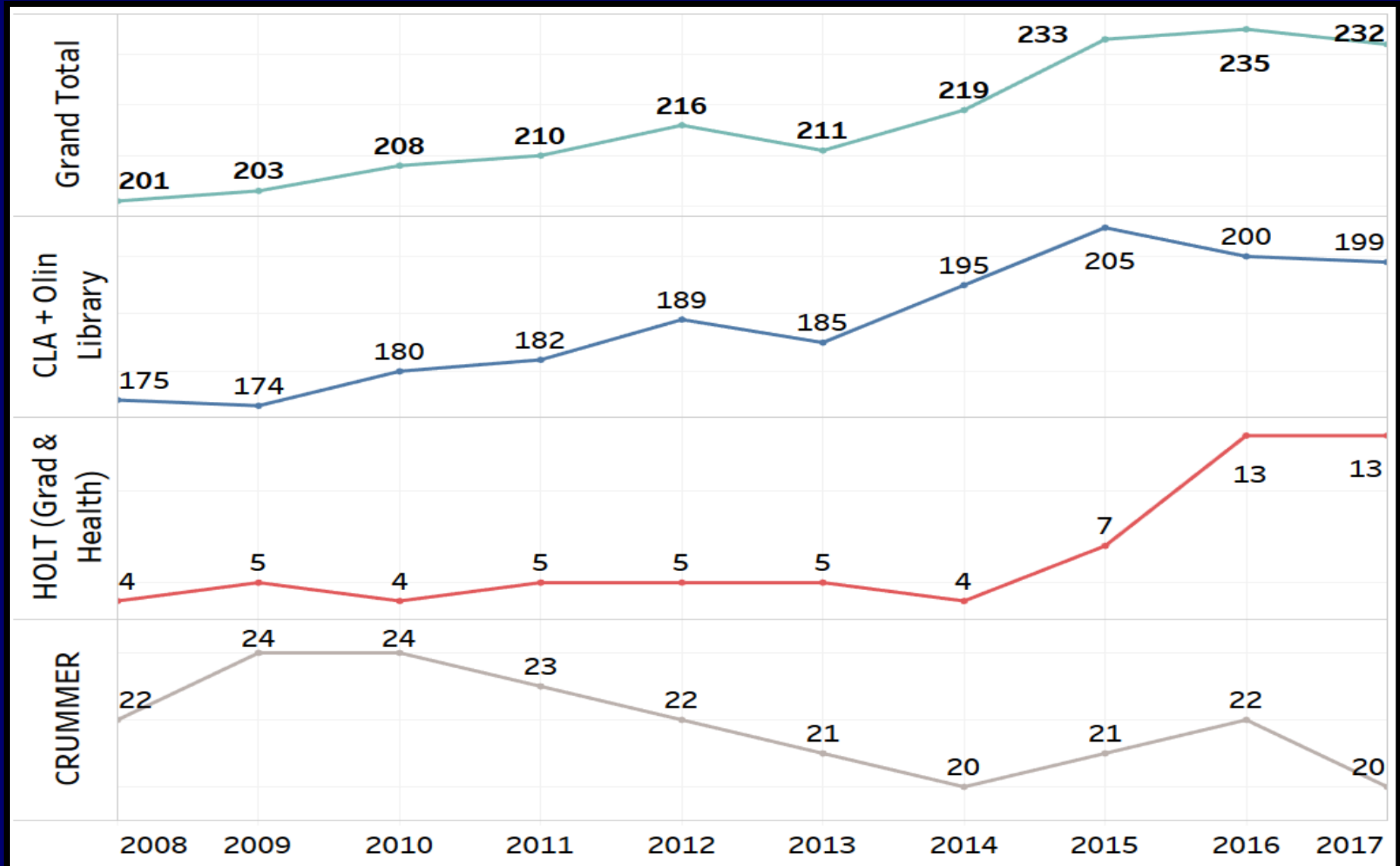
Model C—25%



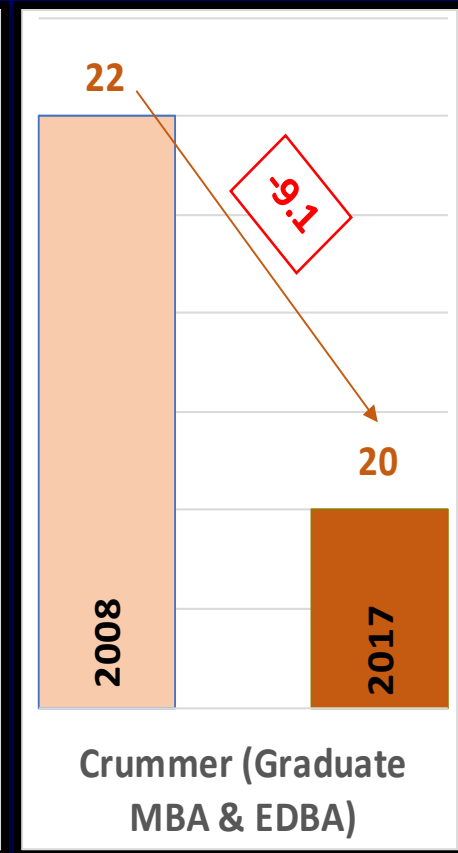
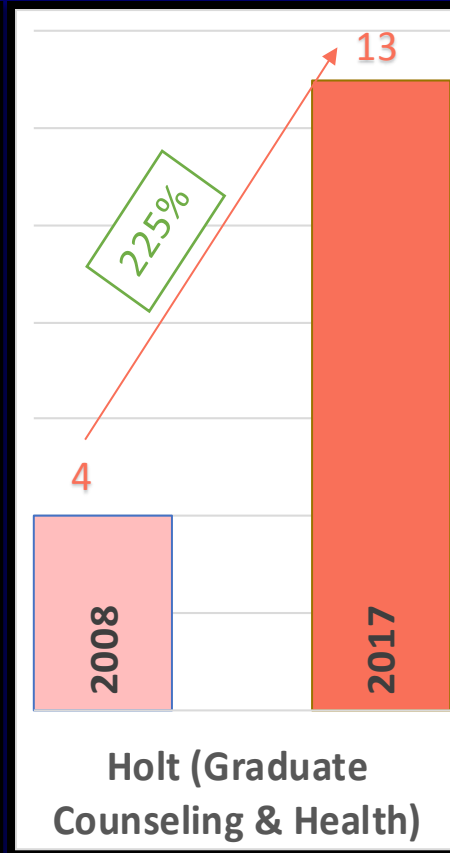
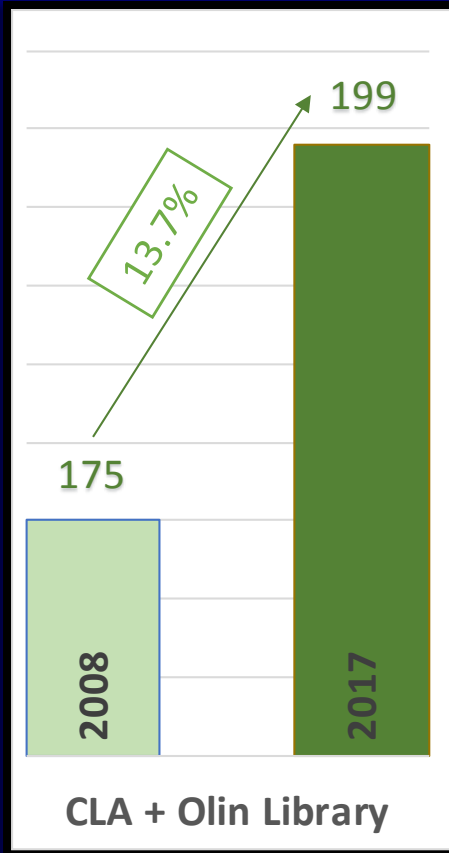
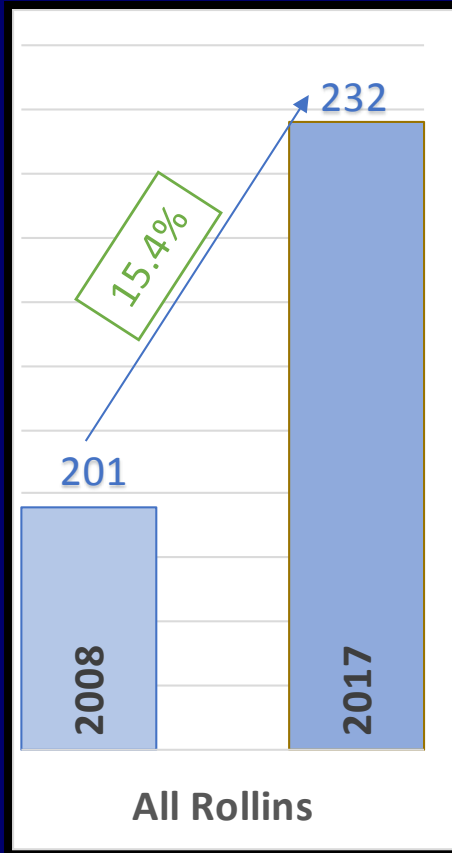
ROLLINS

Benchmarking our Finances

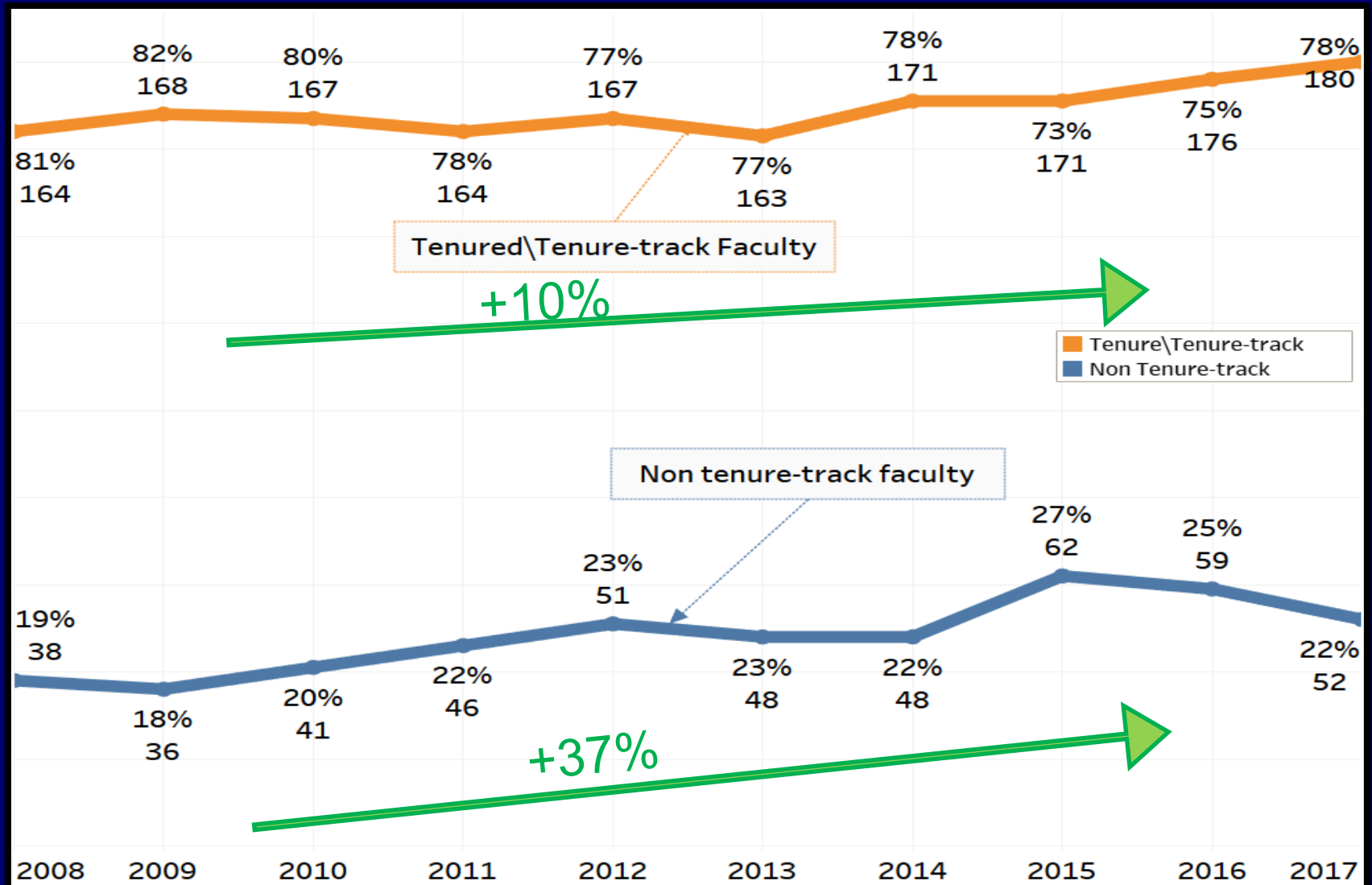
Faculty Growth at Rollins since 2008



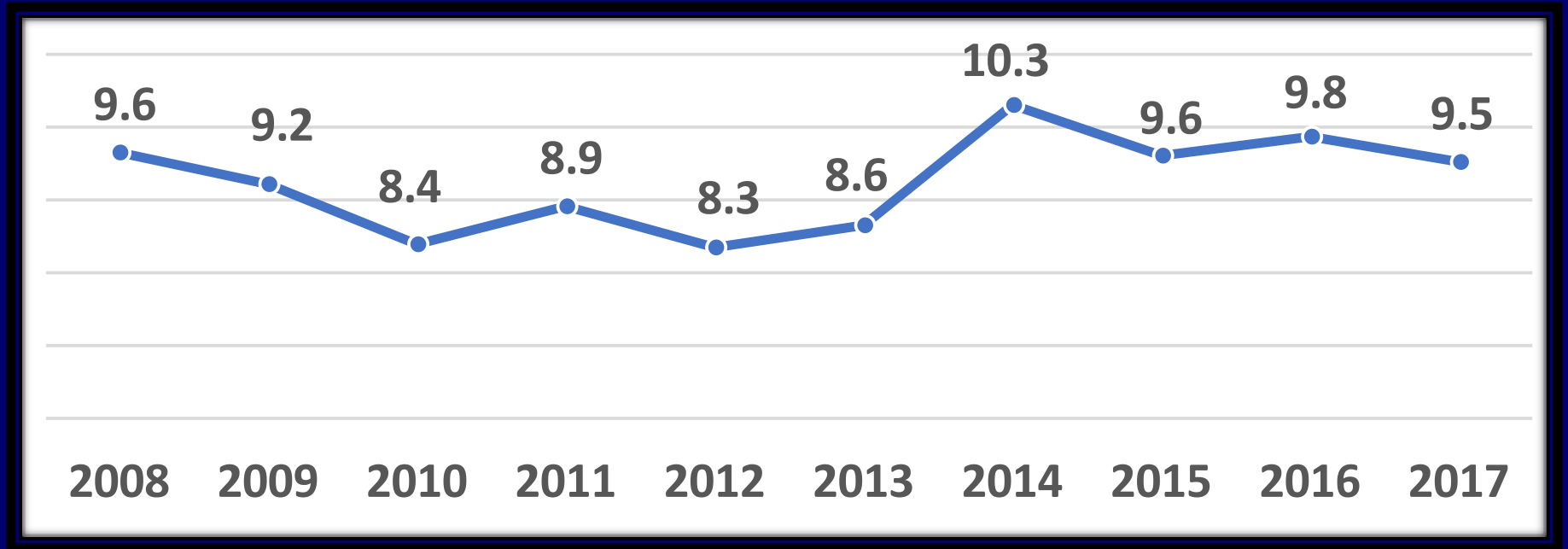
Faculty Growth at Rollins since 2008



Tenured Faculty Growth since 2008



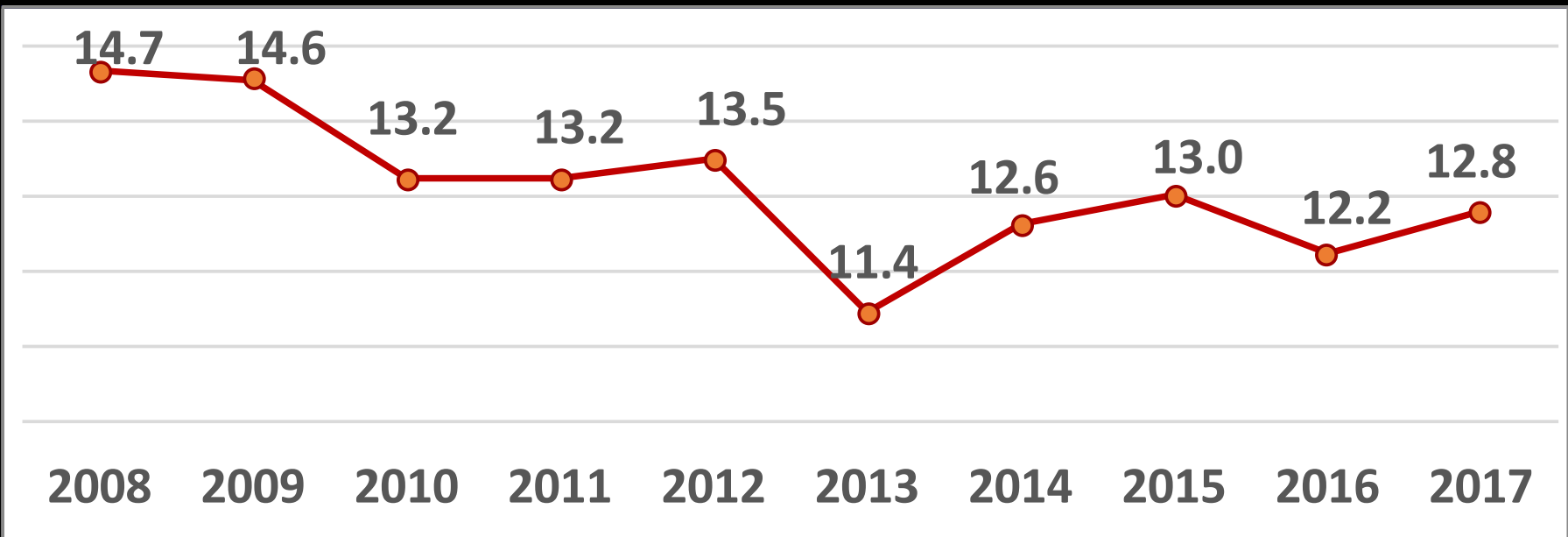
Student to Faculty Ratio for CLA



** Student-Faculty Ratio = Fall Student Enrollment / (Total student credit hours taught by faculty in that Fall / Full-time load equivalent of 12)

* MUA, PE, PEA and MEE classes were excluded from the FTE calculations of the Full-time faculty

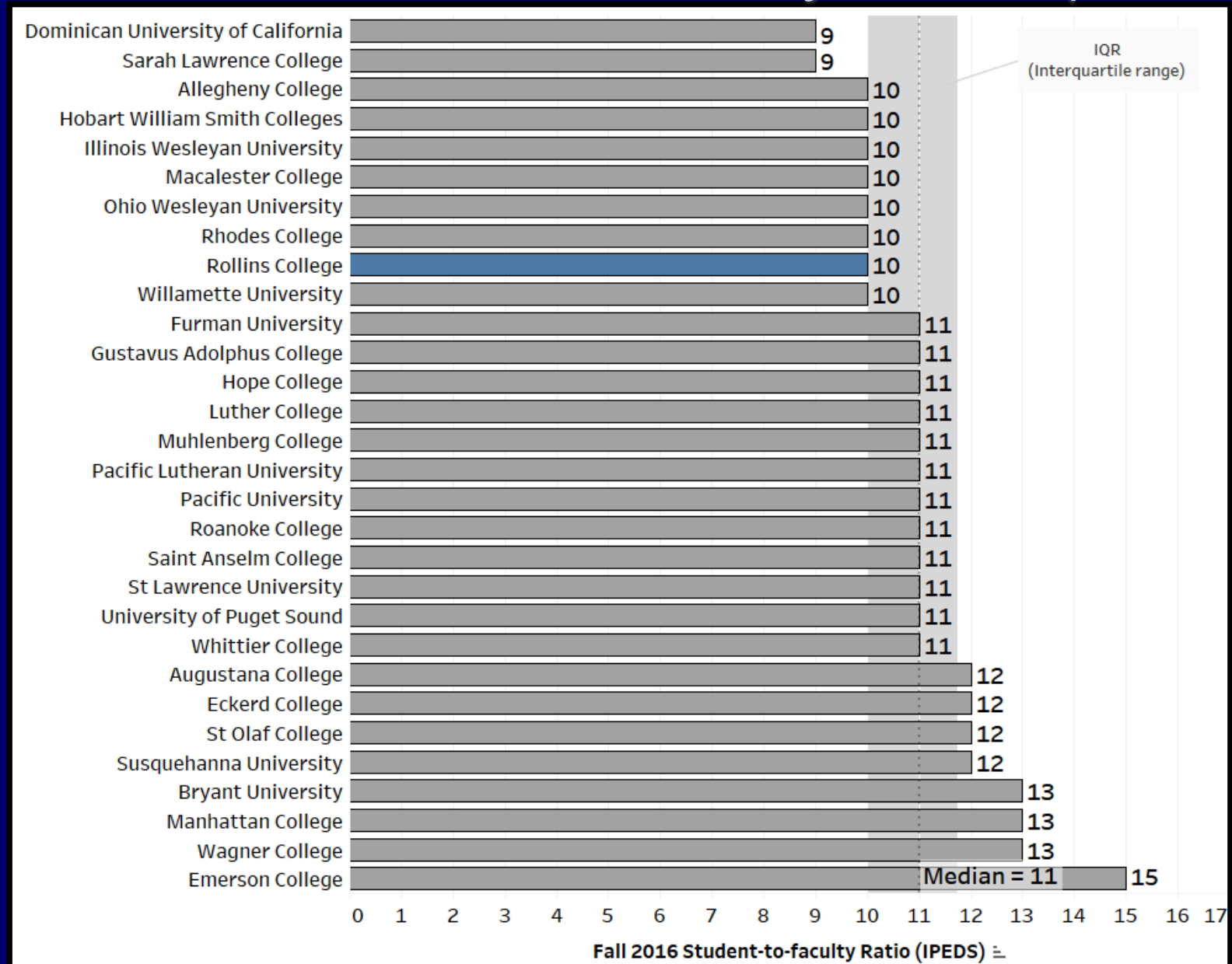
Student to Faculty Ratio for Holt



** Student-Faculty Ratio = Fall Student Enrollment / (Total student credit hours taught by faculty in that Fall / Full-time load equivalent of 12)

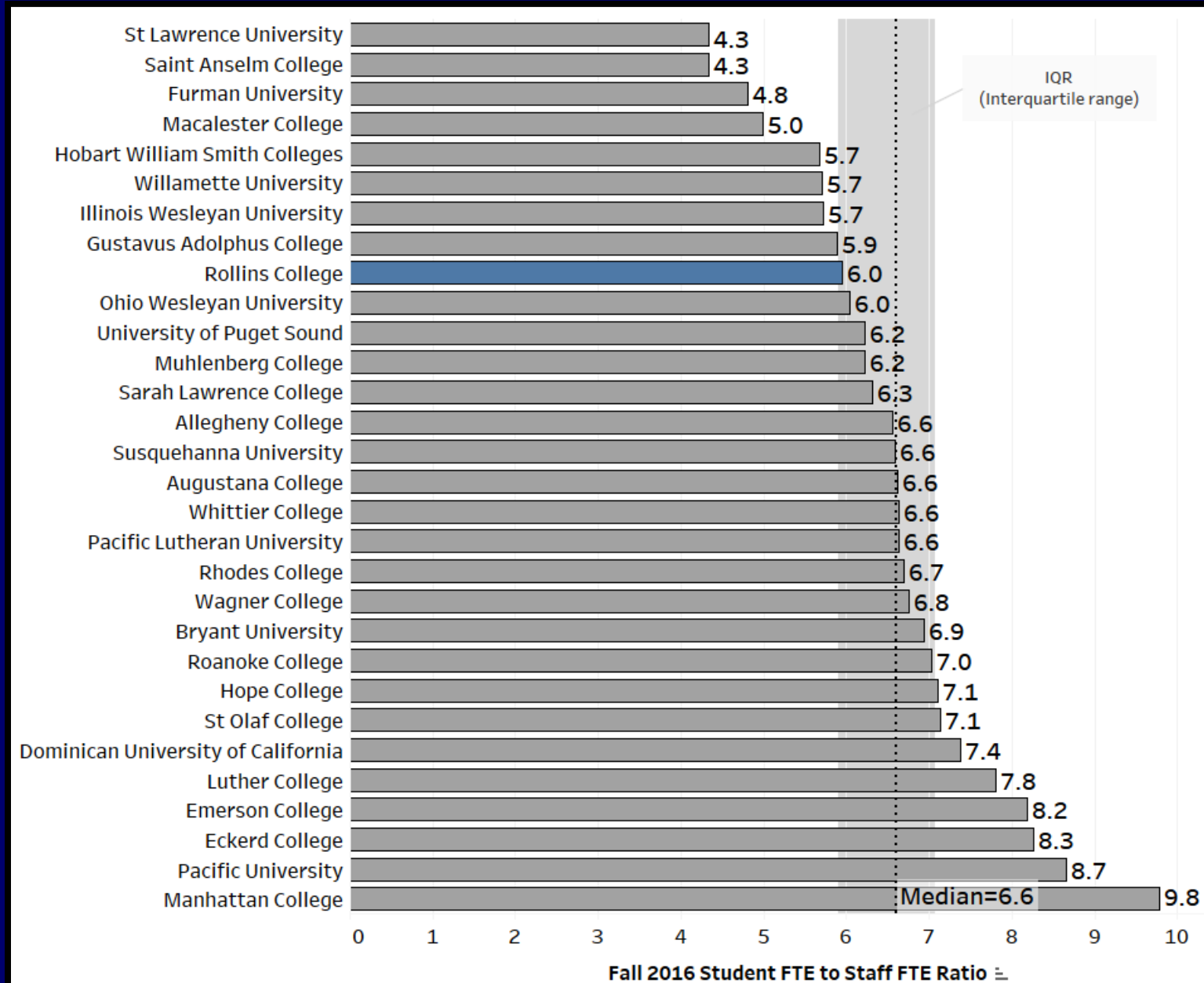
* MUA, PE, PEA and MEE classes were excluded from the FTE calculations of the Full-time faculty

Fall 2016 Student to Faculty Ratio (IPEDS)

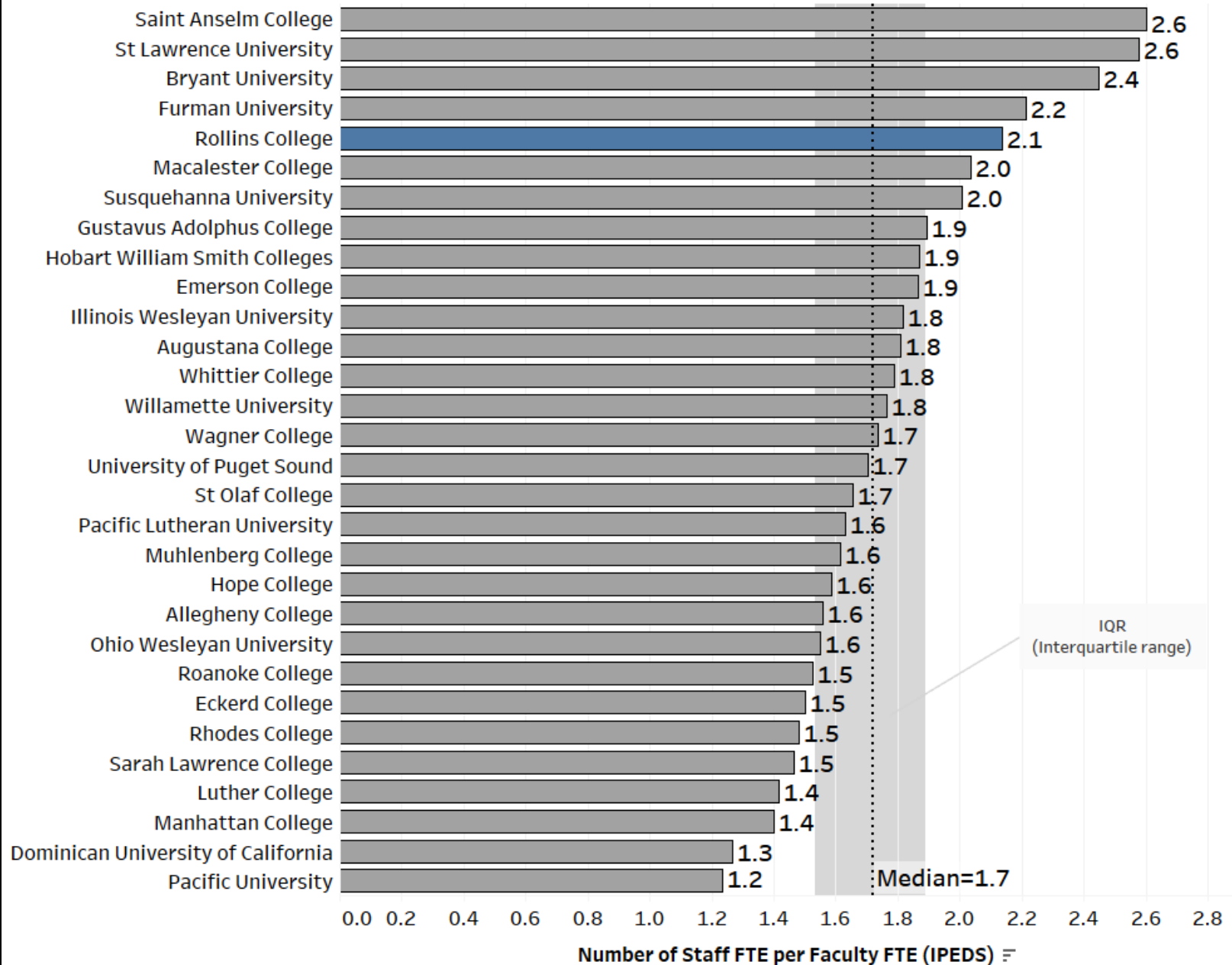


** IPEDS Student-Faculty Ratio = $(\text{Number of full-time students} + \frac{1}{3} \text{ of number of part-time students}) / (\text{Number of full-time instructional staff} + \frac{1}{3} \text{ the number of part-time instructional staff})$

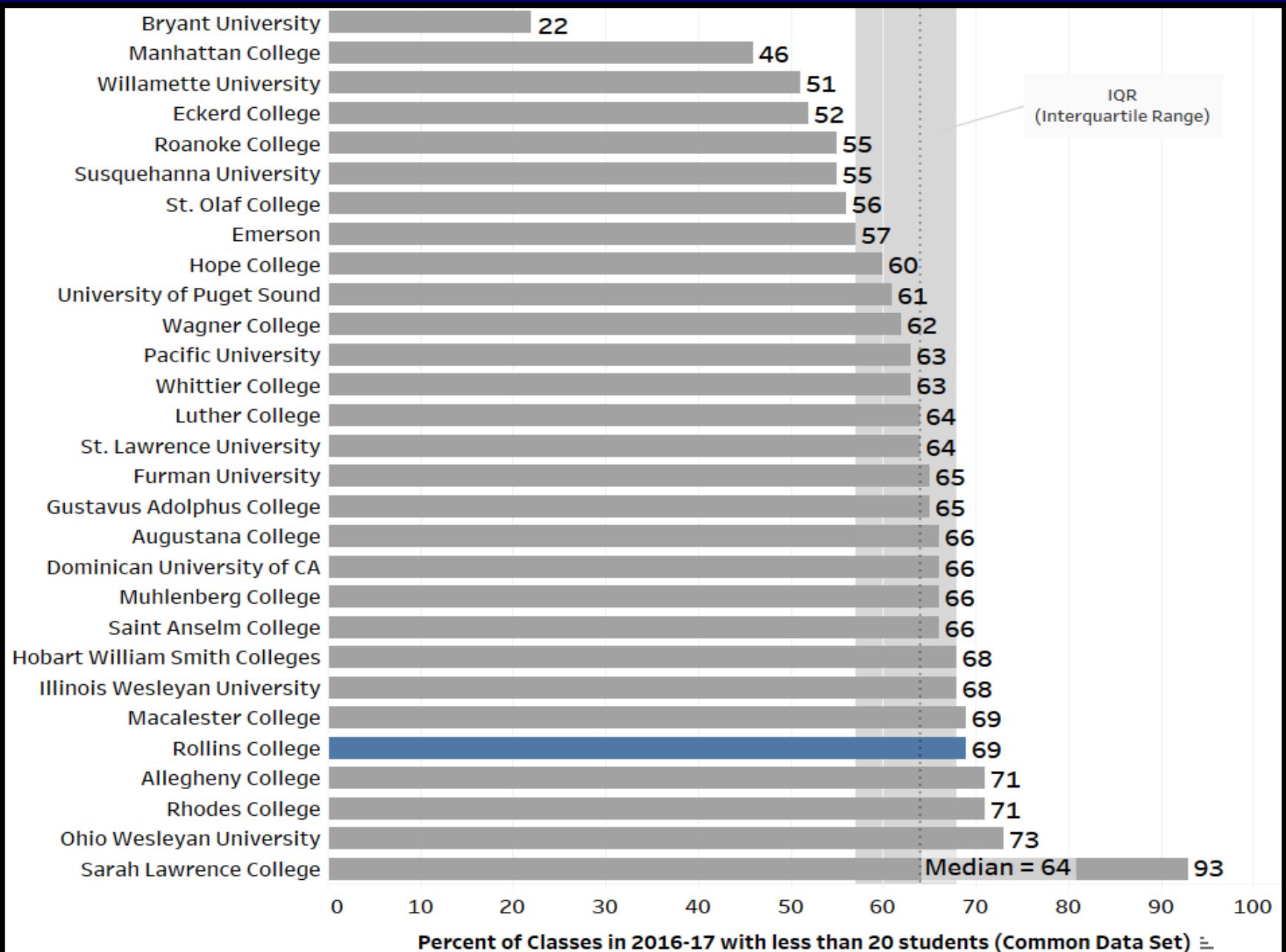
Fall 2016 Student FTE to Staff FTE Ratio



Staff FTE to Faculty FTE Ratio

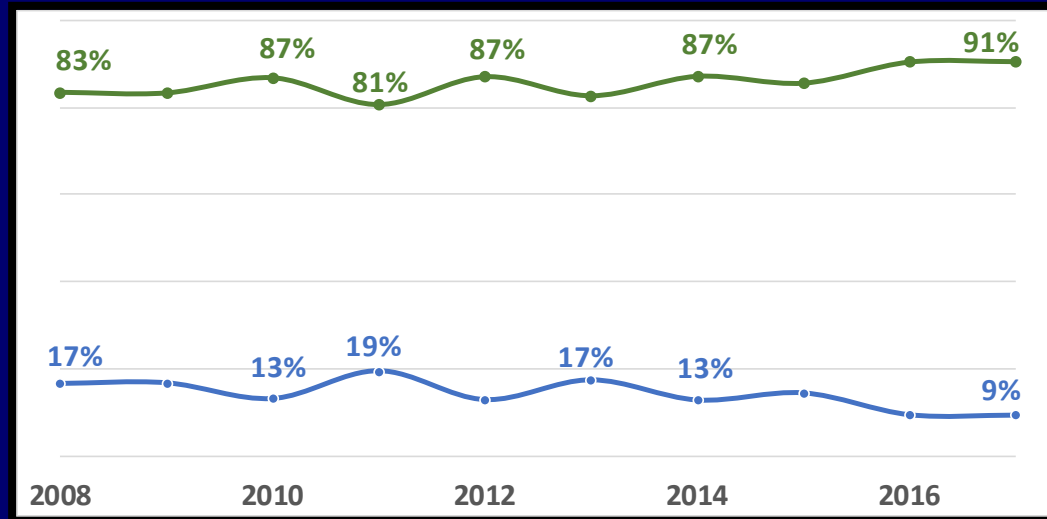


Percent of classes with less than 20 students

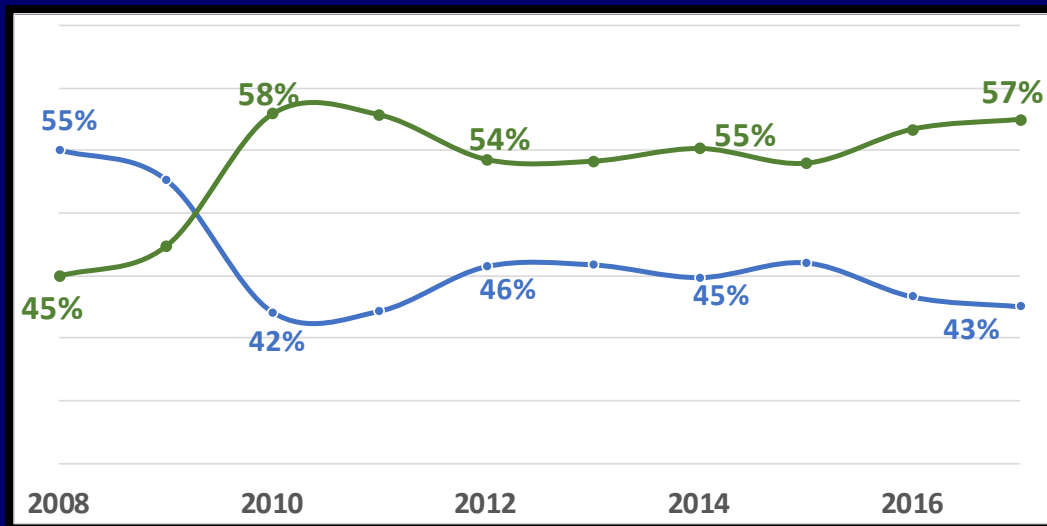


Adjunct Faculty Dependency by College

CLA



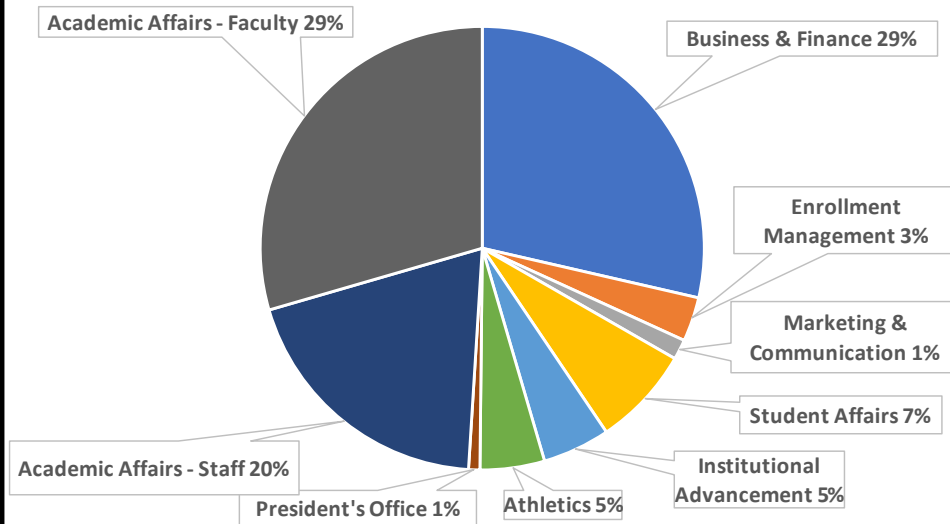
HOLT



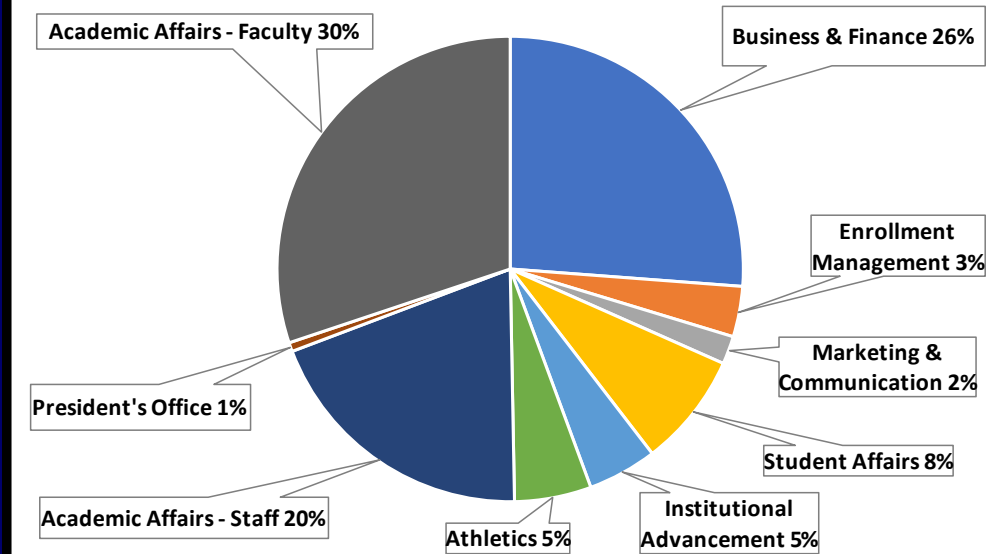
—●— % Credit hours taught by Full-time Faculty
—●— % Credit hours taught by Adjunct Faculty

Composition of Rollins Faculty and Staff

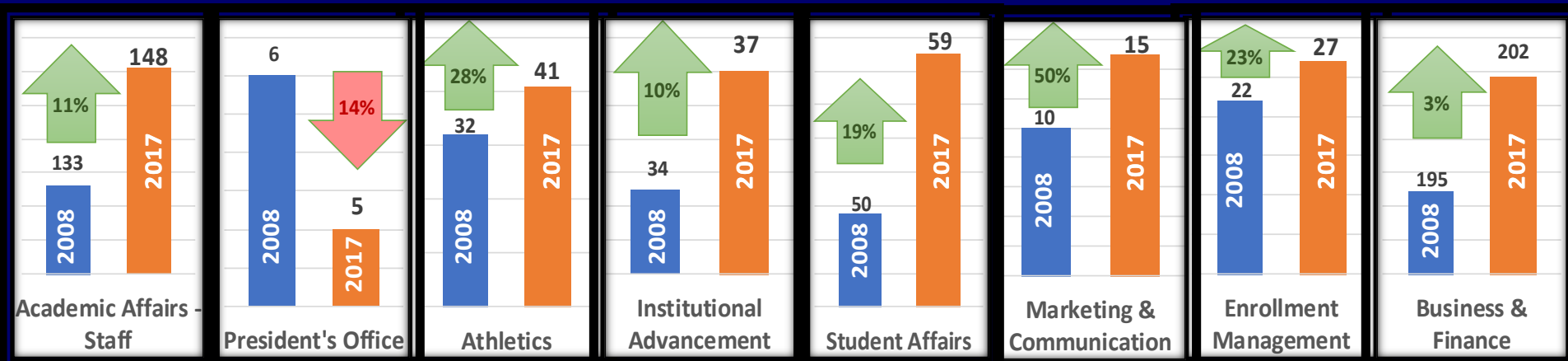
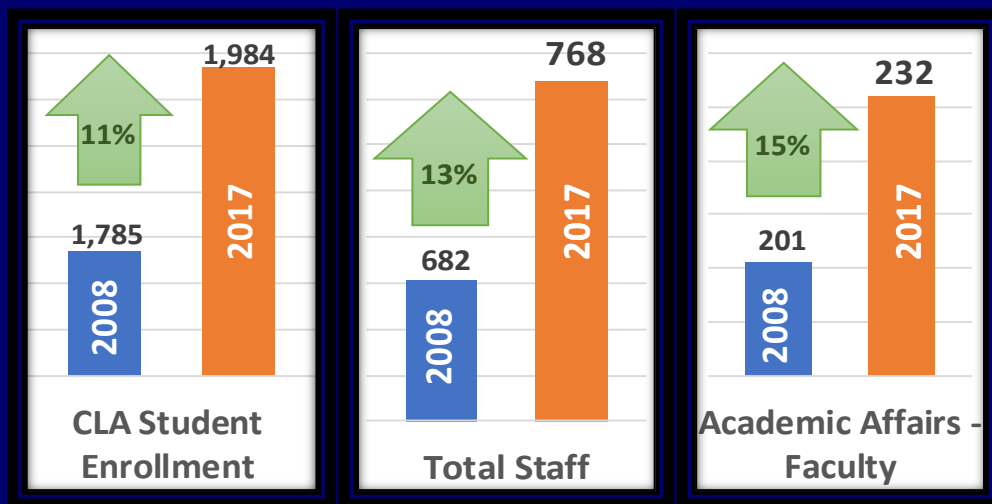
2008



2017

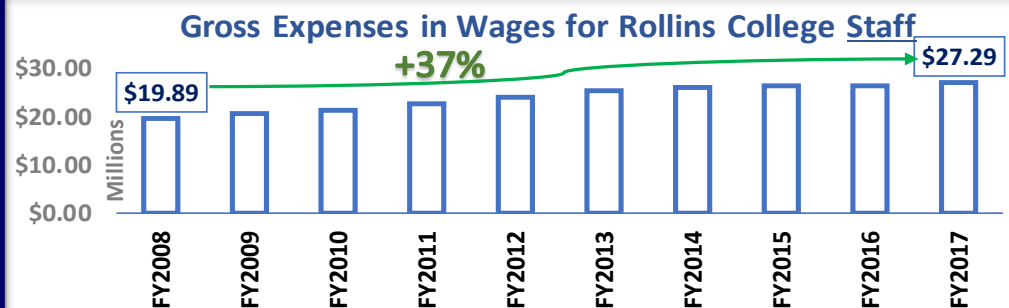
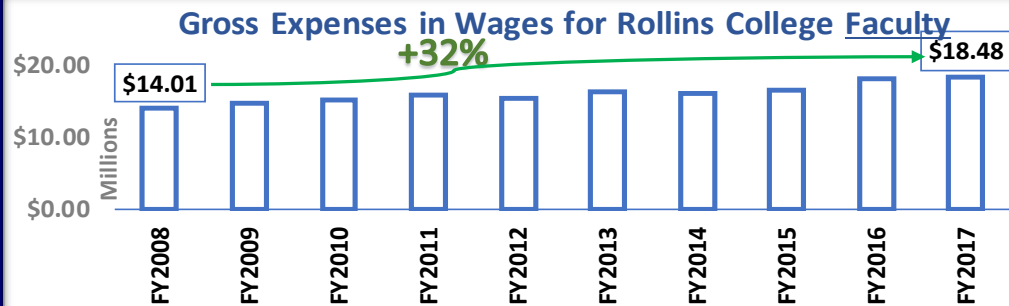
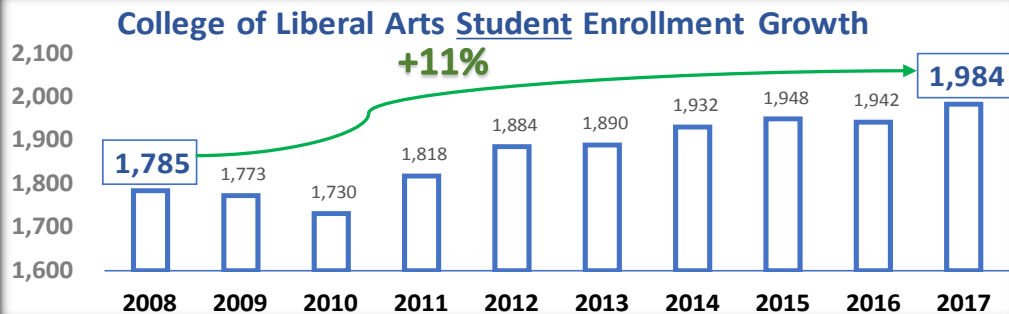


Growing in Numbers - Together



Note that there have been organizational realignments over the past 10 years. This snapshot presents the change in staff FTE over that past 10 years based on how the college is structured today. The stated years represent fiscal years, and the counts are indeed FTEs, not head counts.

Salary / Wages Growth - Faculty and Staff



Inflation Calculator

If in (enter year)

I purchased an item for \$

then in (enter year)

that same item would cost: **\$1.14**

Cumulative rate of inflation: **13.8%**

CALCULATE

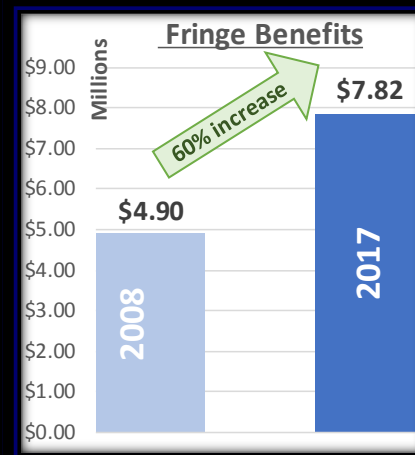
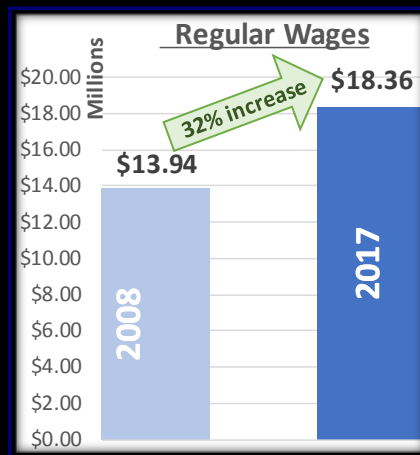
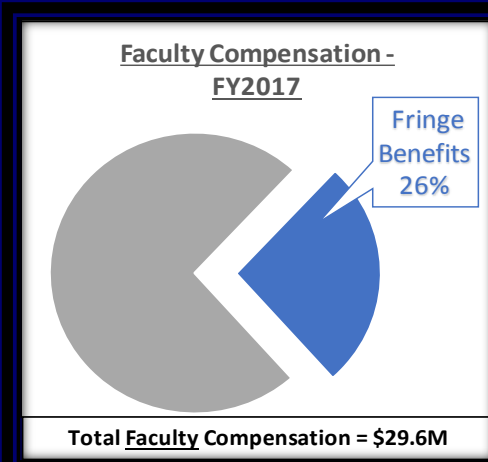
Source: <http://www.usinflationcalculator.com/>

Note: The wages expenses do not include supplemental earnings i.e. overloads, stipends, etc.

Total Cash Compensation versus Fringe Benefits

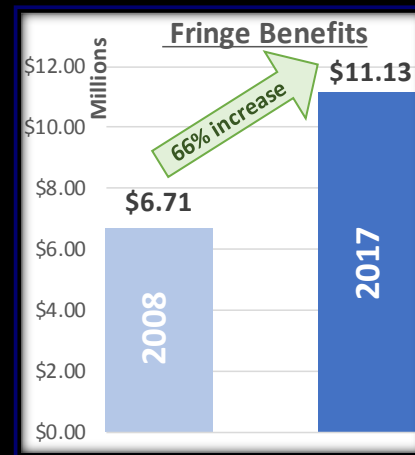
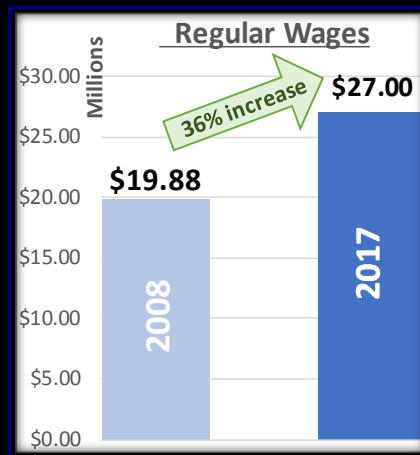
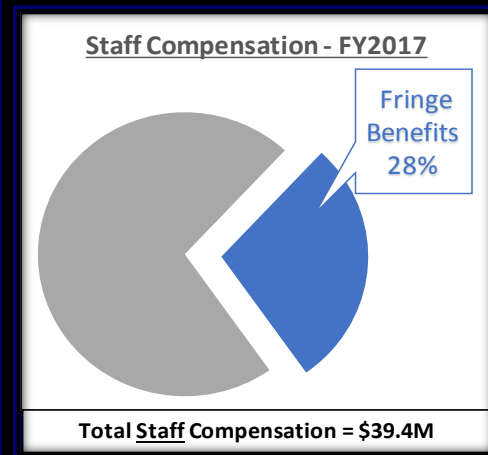
Fringe Benefits have grown more than 60% since 2008 and are now more than a quarter of the total compensation expenses at Rollins College

FACULTY



Fringe Rate Increase
2017
43%
↑
35%
2008

STAFF

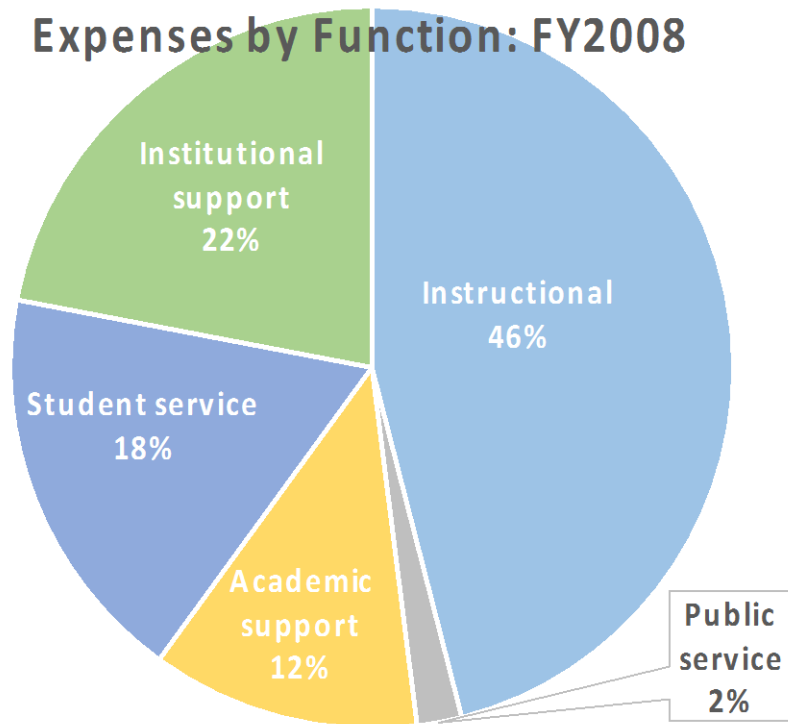


Fringe Rate Increase
2017
41%
↑
34%
2008

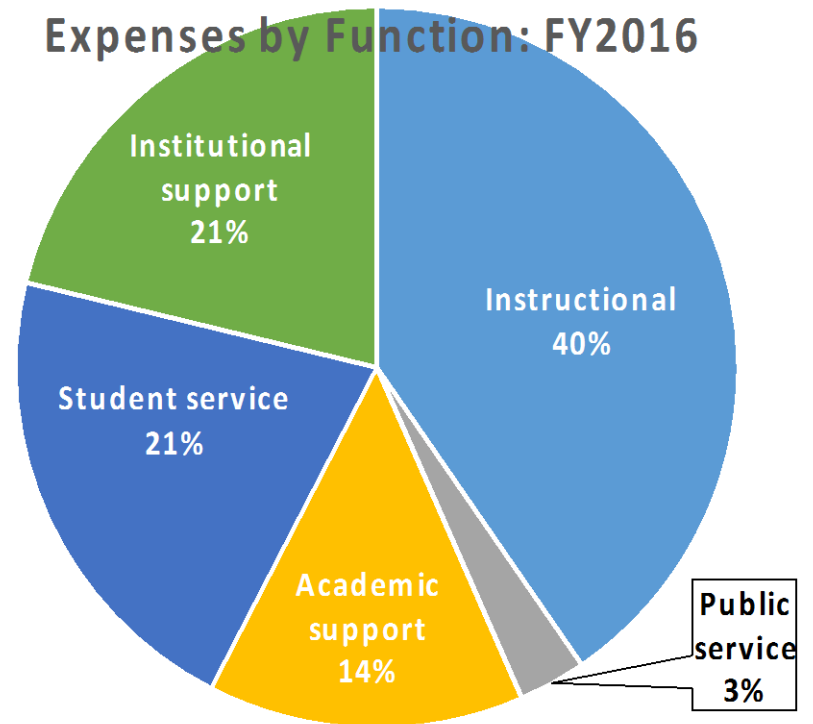
Core Expenses by Function

has not changed much over the years

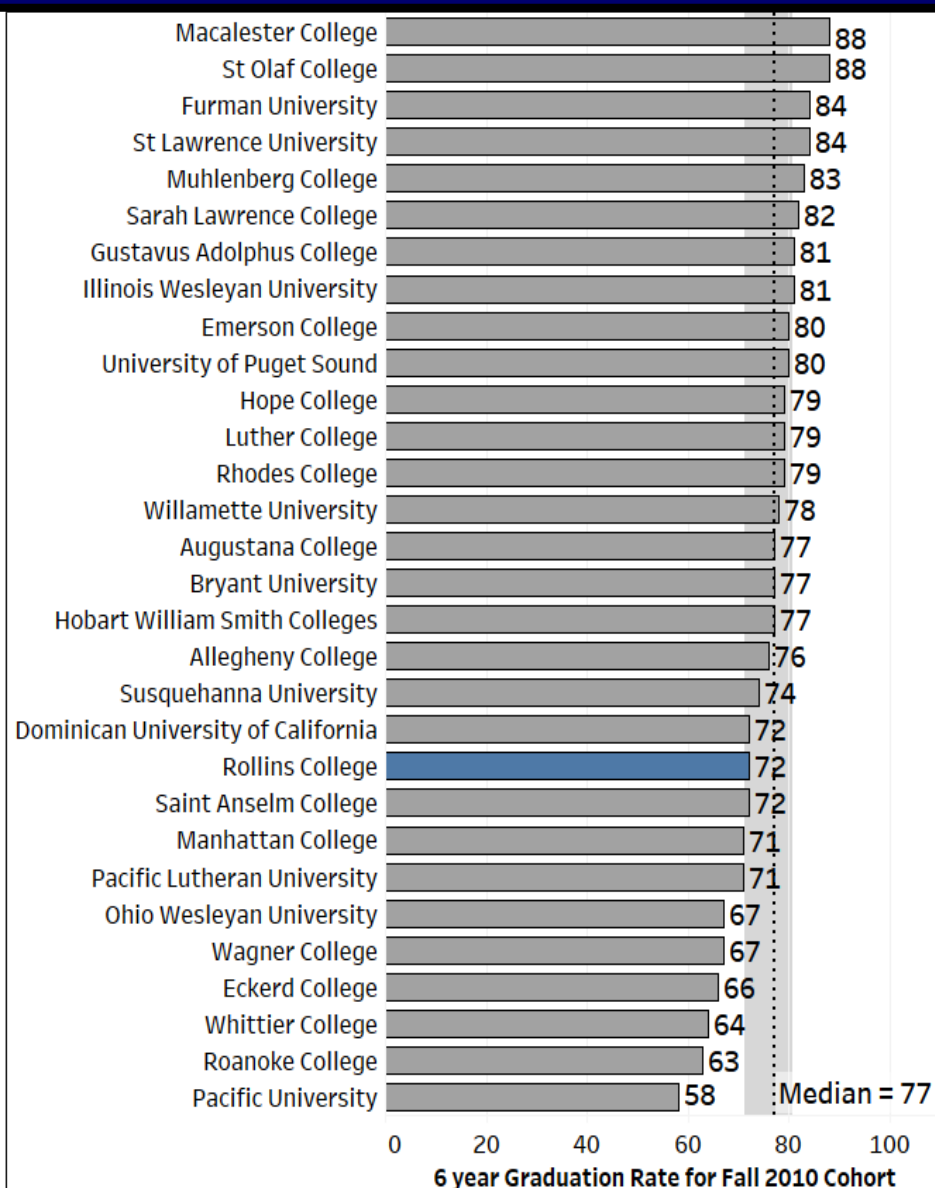
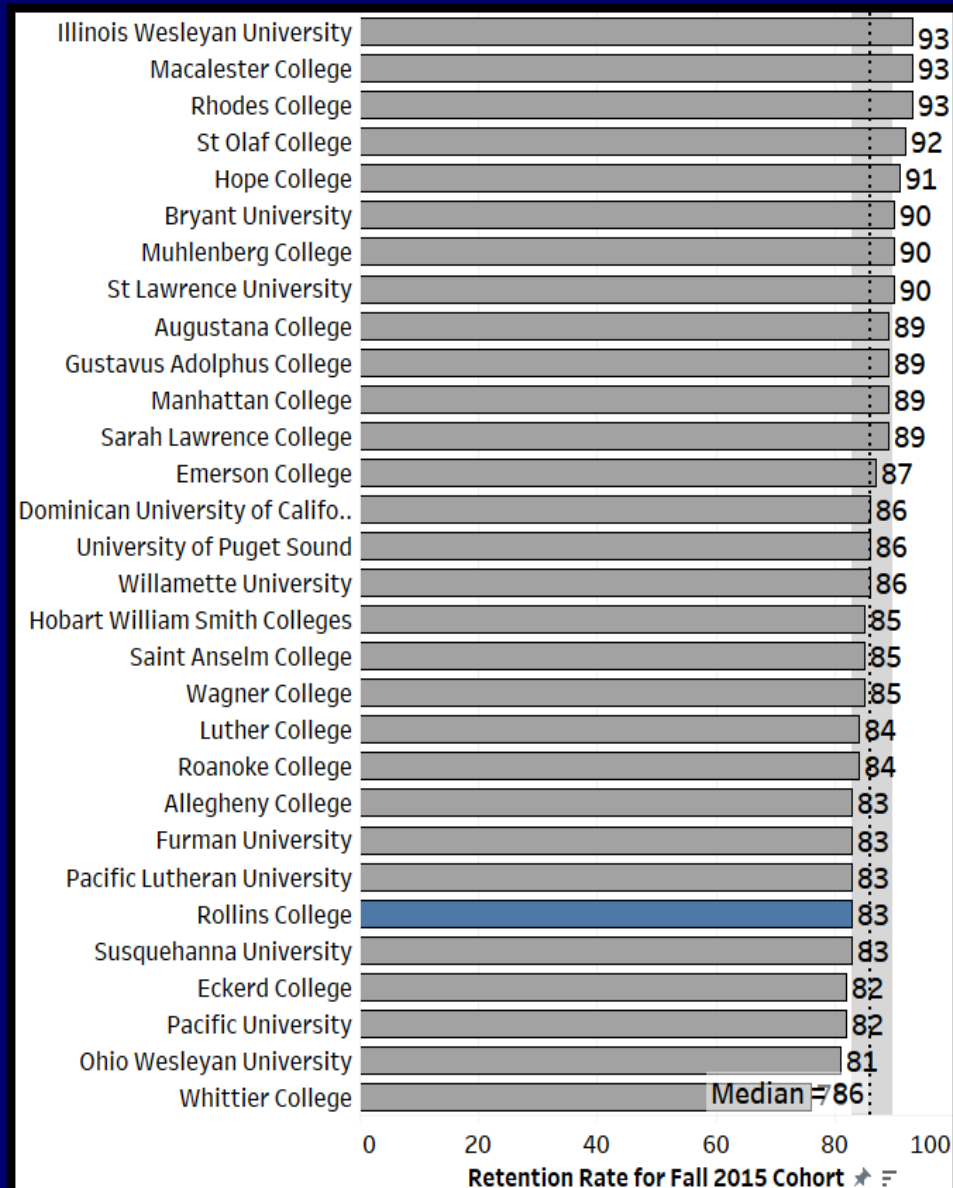
Percent Distribution of Core Expenses by Function: FY2008



Percent Distribution of Core Expenses by Function: FY2016

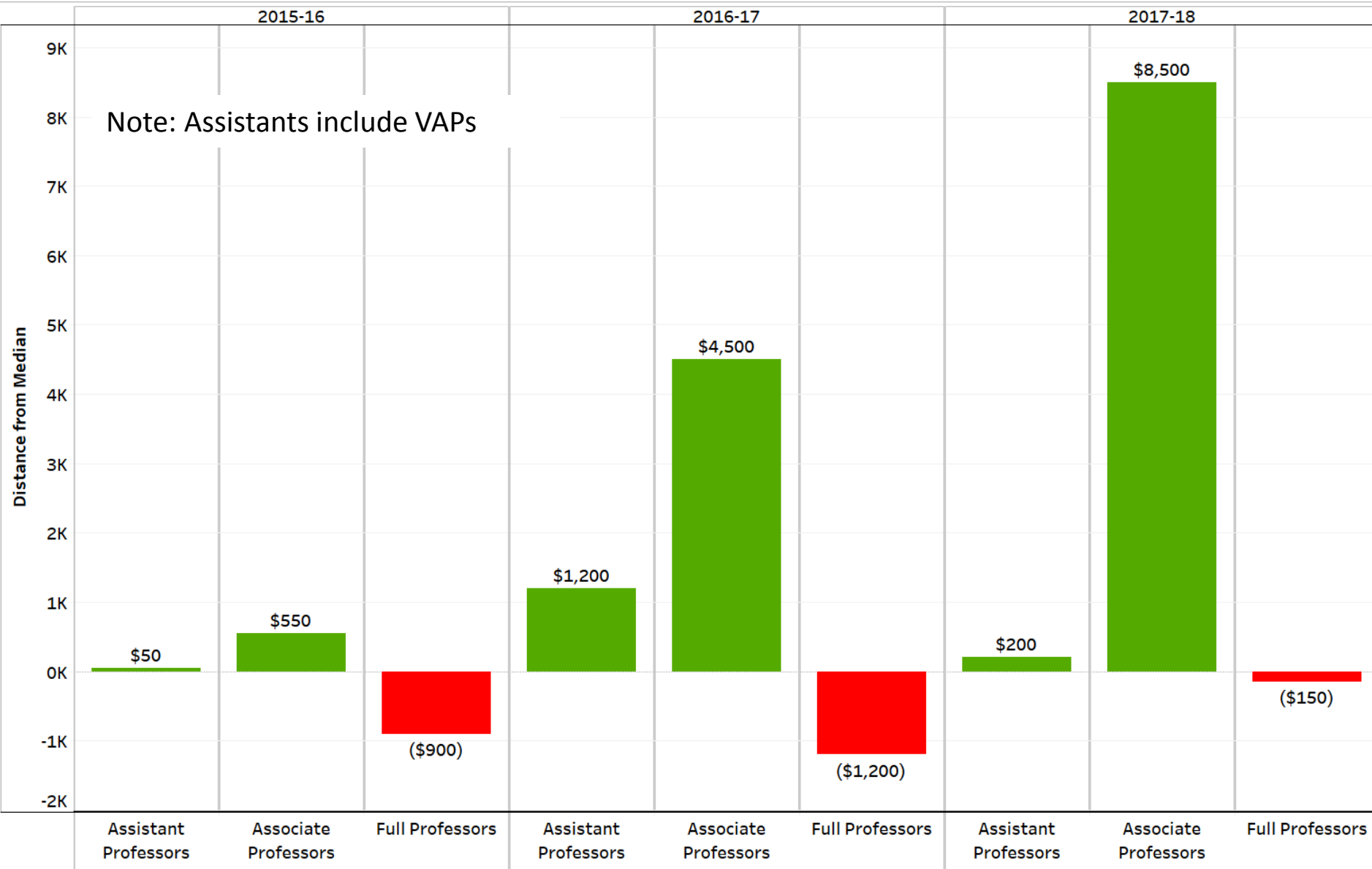


Opportunity to Grow Revenue - Retention Rate and Graduation Rate



Distance from Median of Avg. Salaries at Peers

Distance from Median -
Average Salaries (AAUP) of Rollins Faculty - Median of Average Salaries at Rollins' Peers (Rollins included)

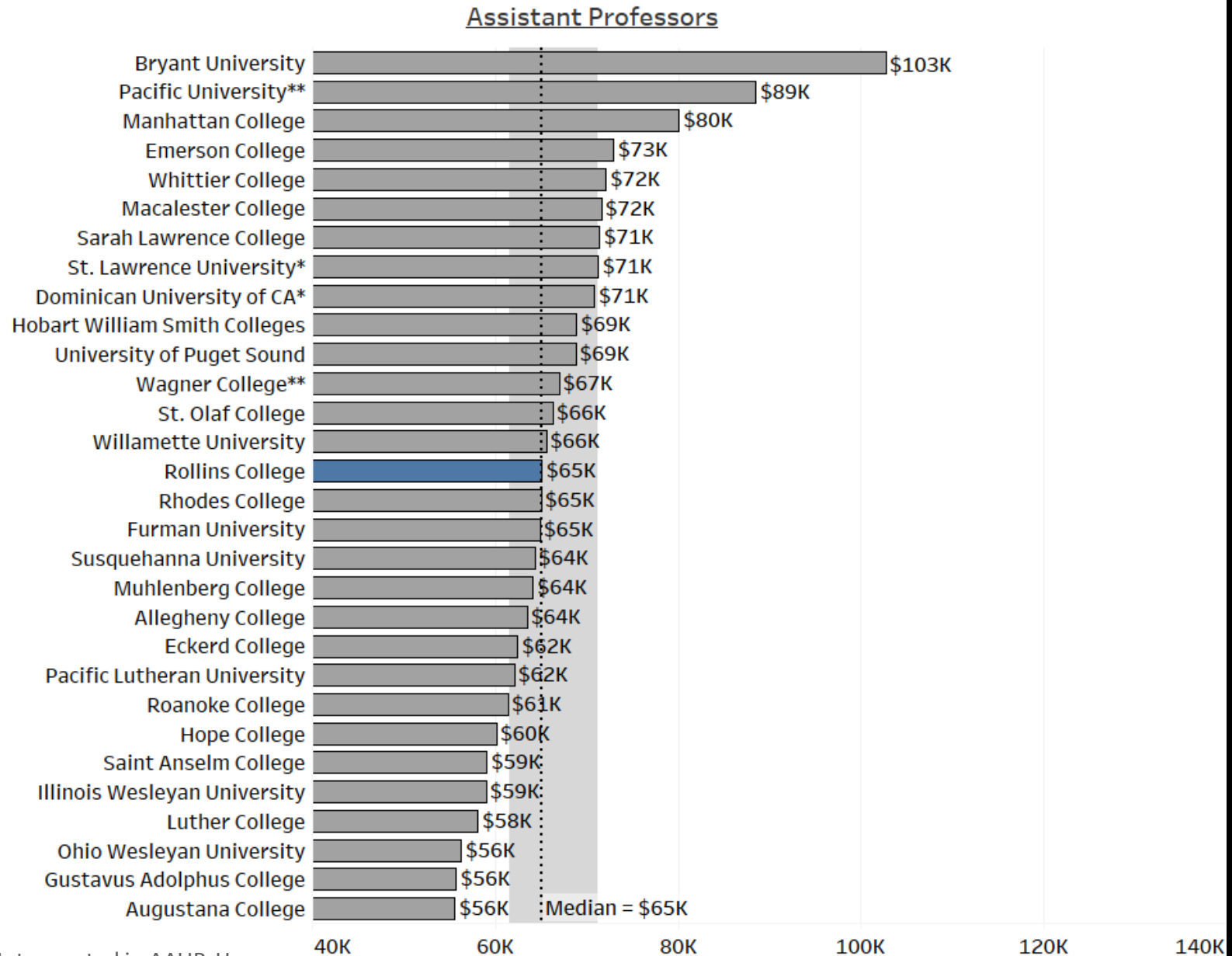




ROLLINS

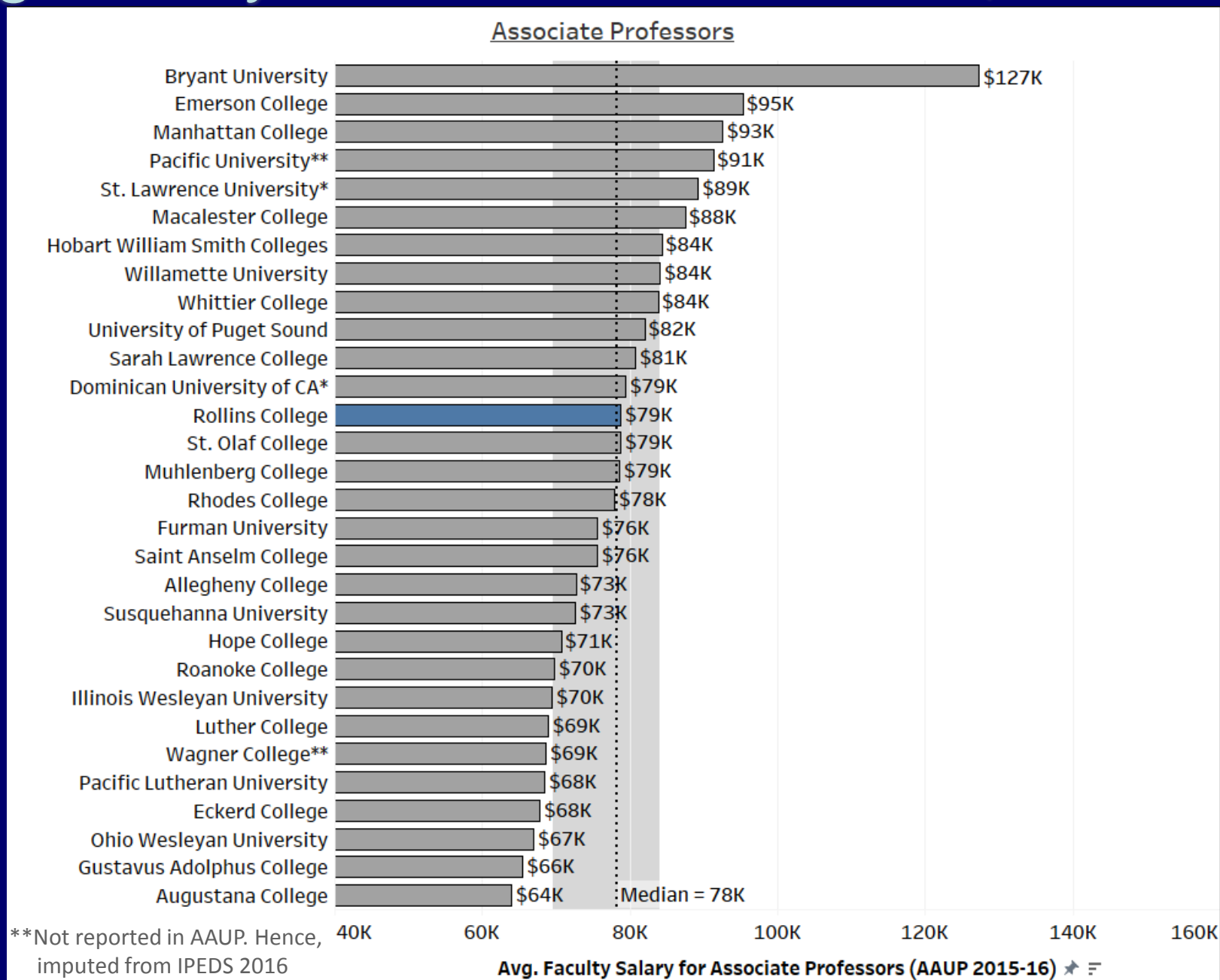
F O U N D E D 1 8 8 5

Avg. Salary of Asst. Professors (AAUP 2015-16)

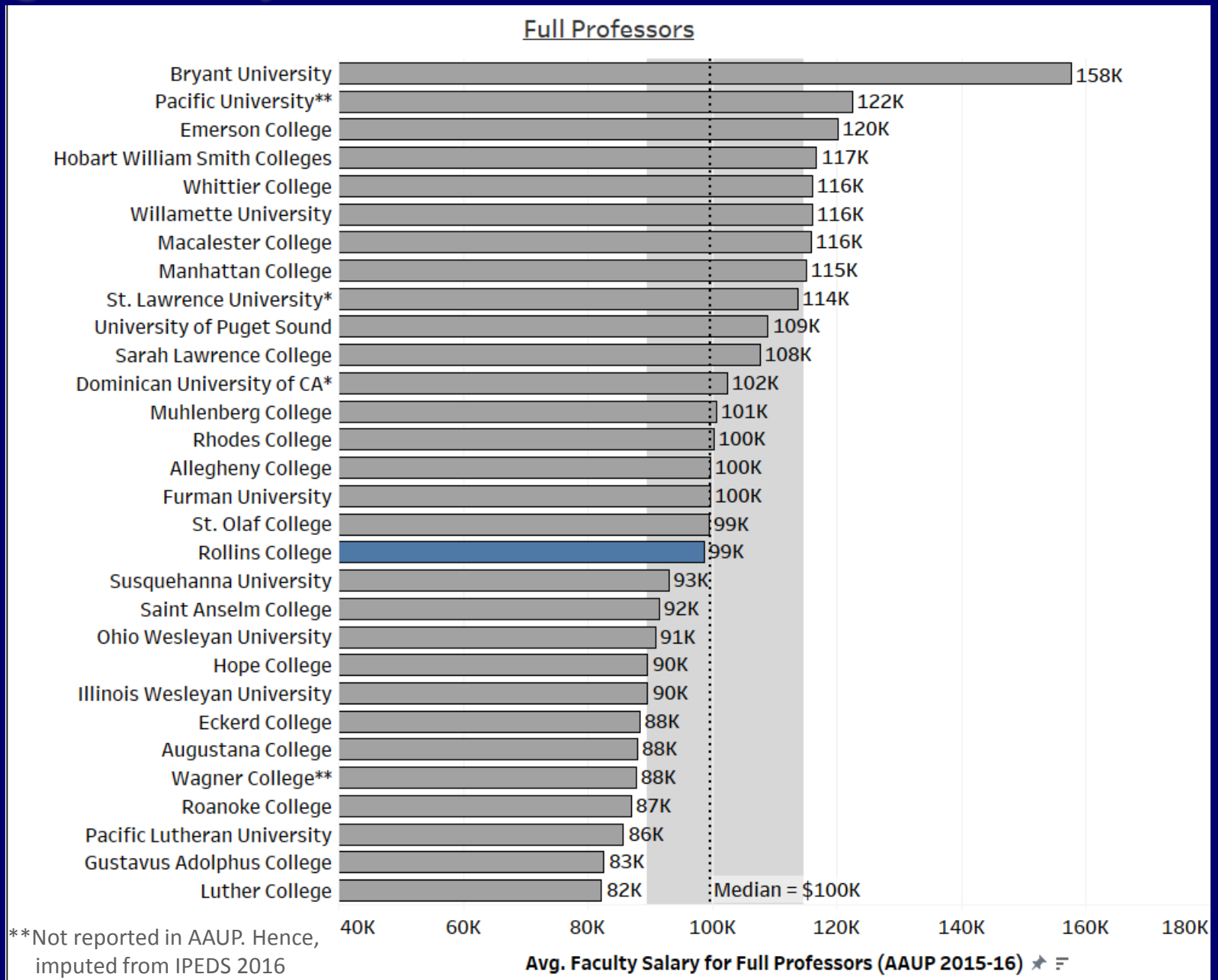


**Not reported in AAUP. Hence,
imputed from IPEDS 2016

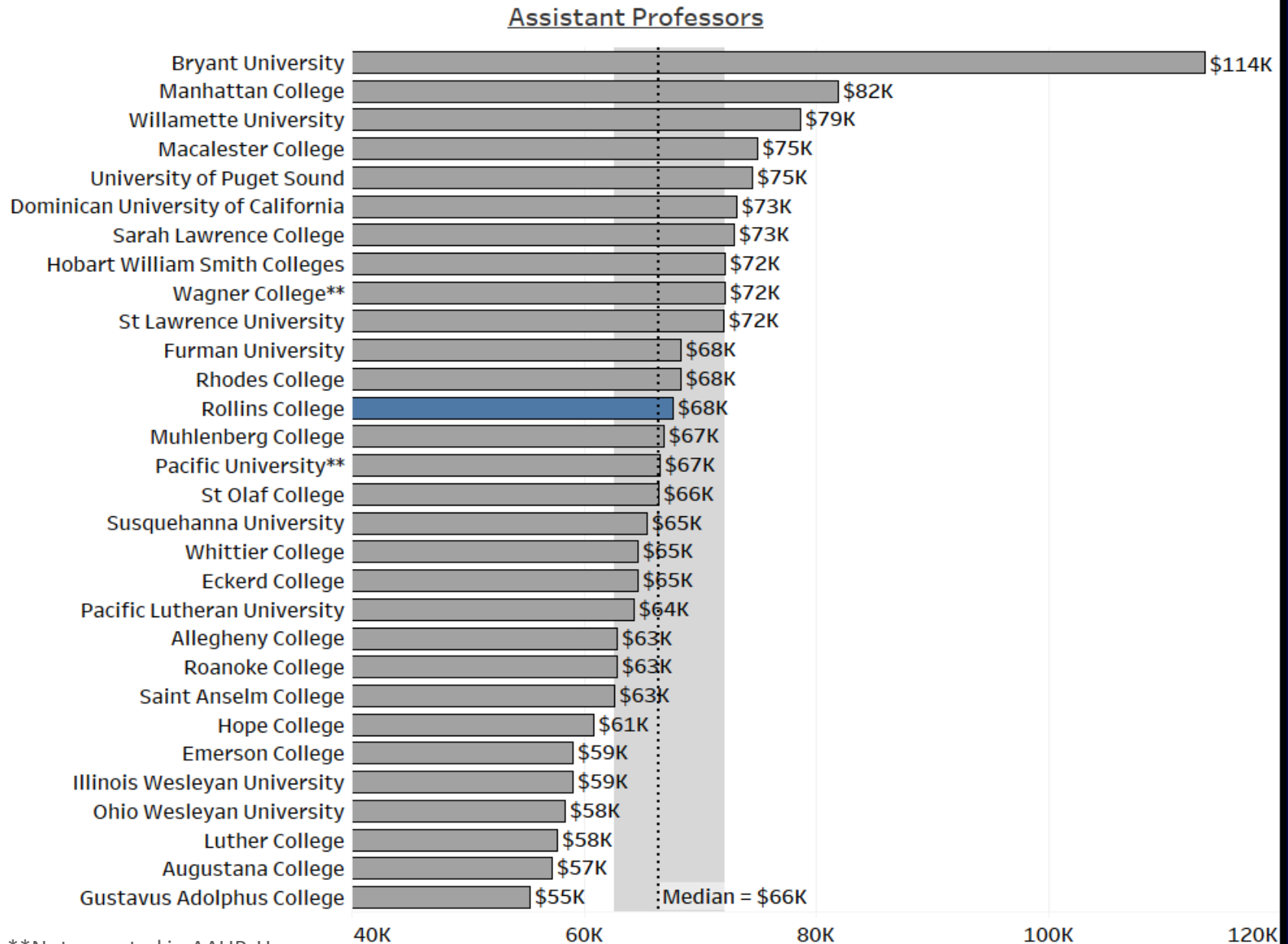
Avg. Salary of Assoc. Professors (AAUP 2015-16)



Avg. Salary of Full Professors (AAUP 2015-16)



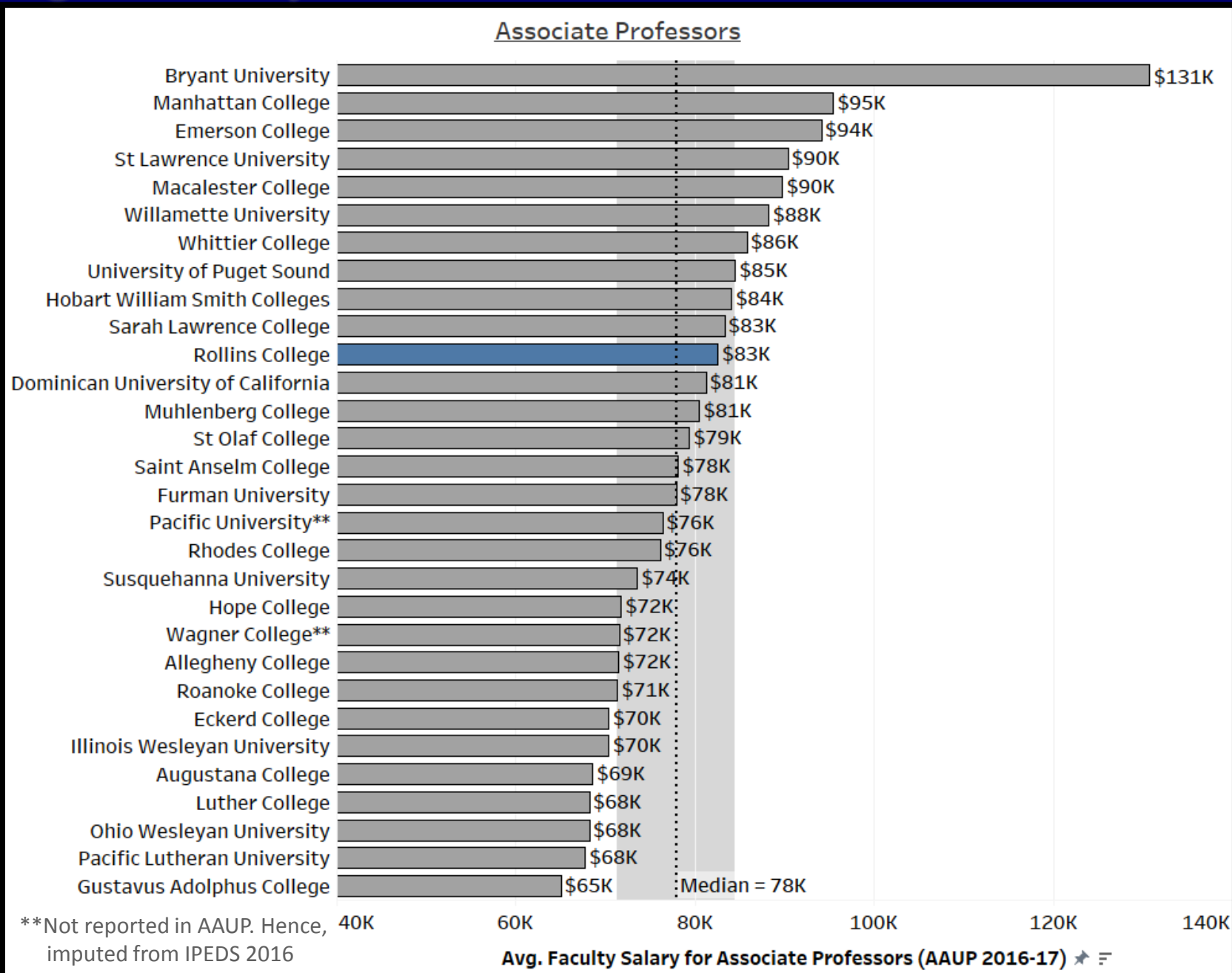
Avg. Salary of Asst. Professors (AAUP 2016-17)



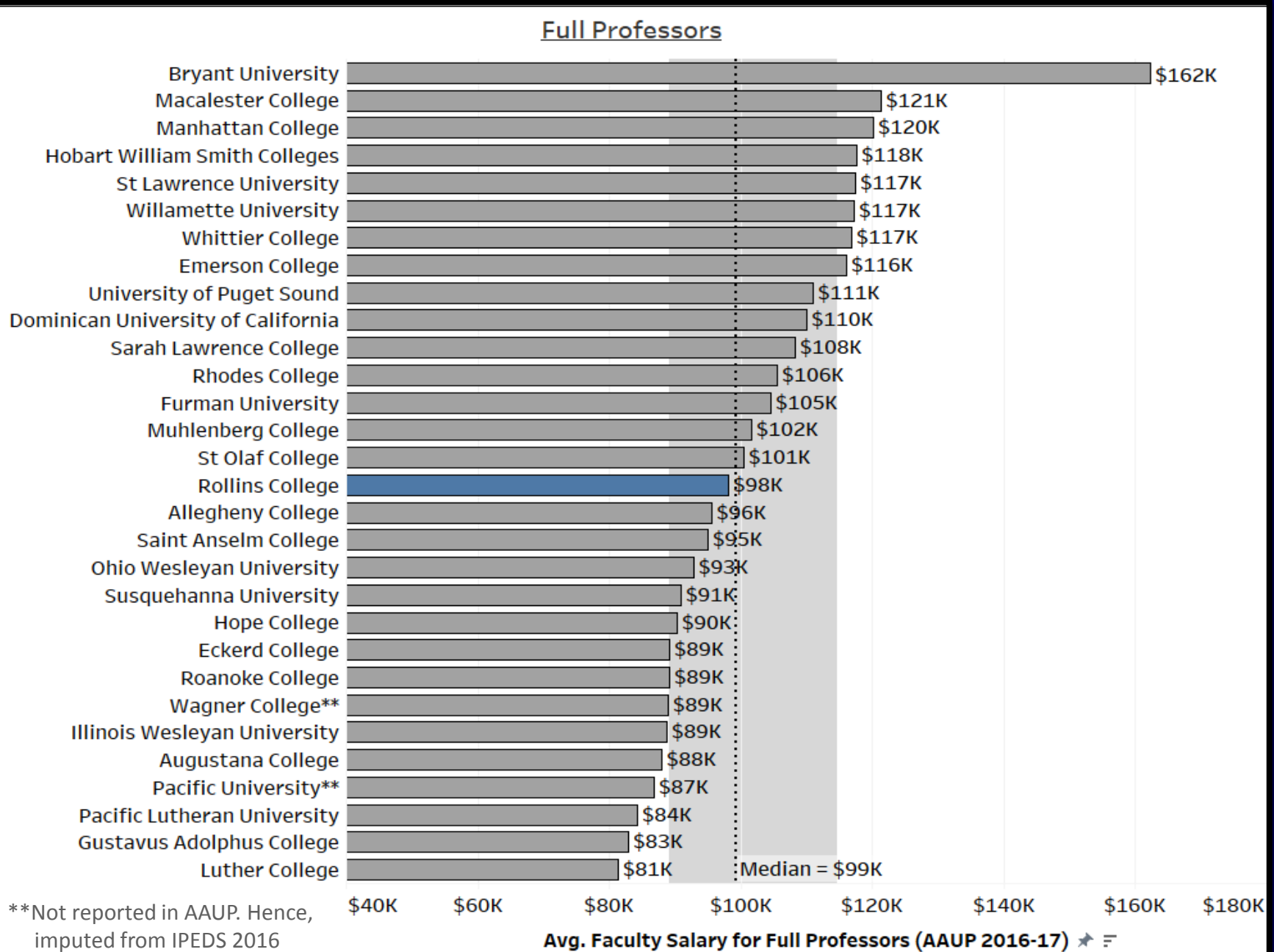
**Not reported in AAUP. Hence,
imputed from IPEDS 2016

Avg. Faculty Salary for Asst. Professors (AAUP 2016-17) ★

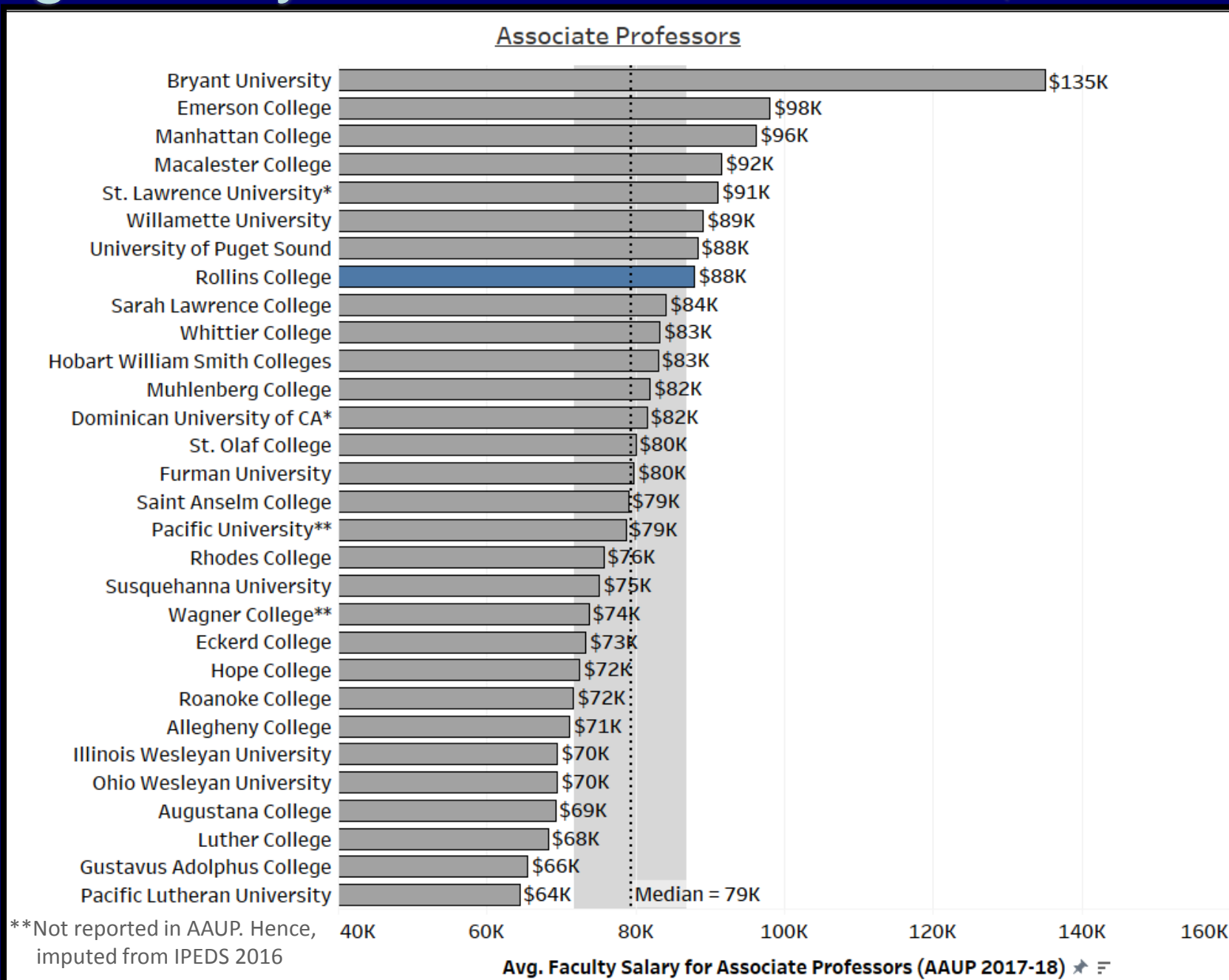
Avg. Salary of Assoc. Professors (AAUP 2016-17)



Avg. Salary of Full Professors (AAUP 2016-17)

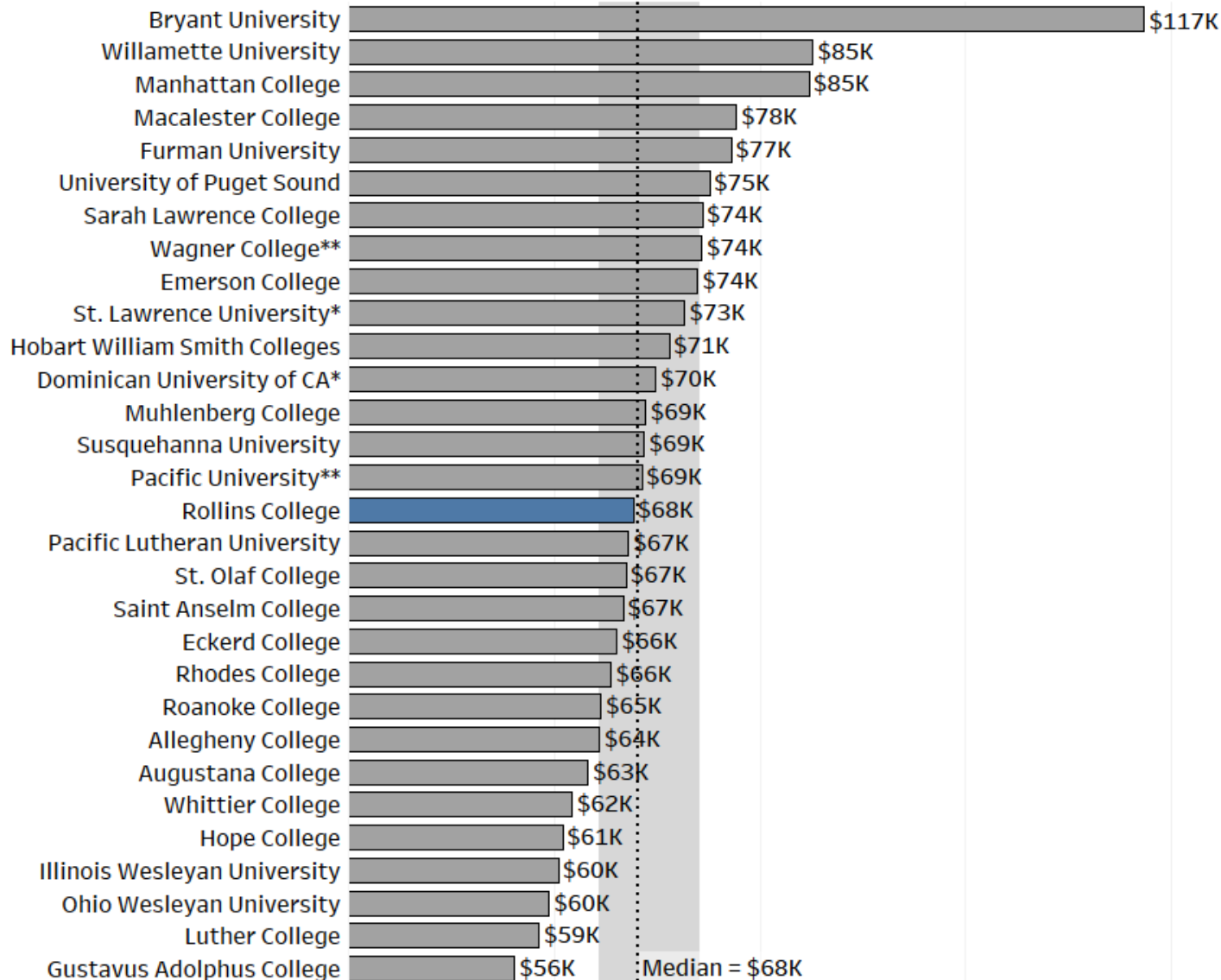


Avg. Salary of Assoc. Professors (AAUP 2017-18)



Avg. Salary of Asst. Professors (AAUP 2017-18)

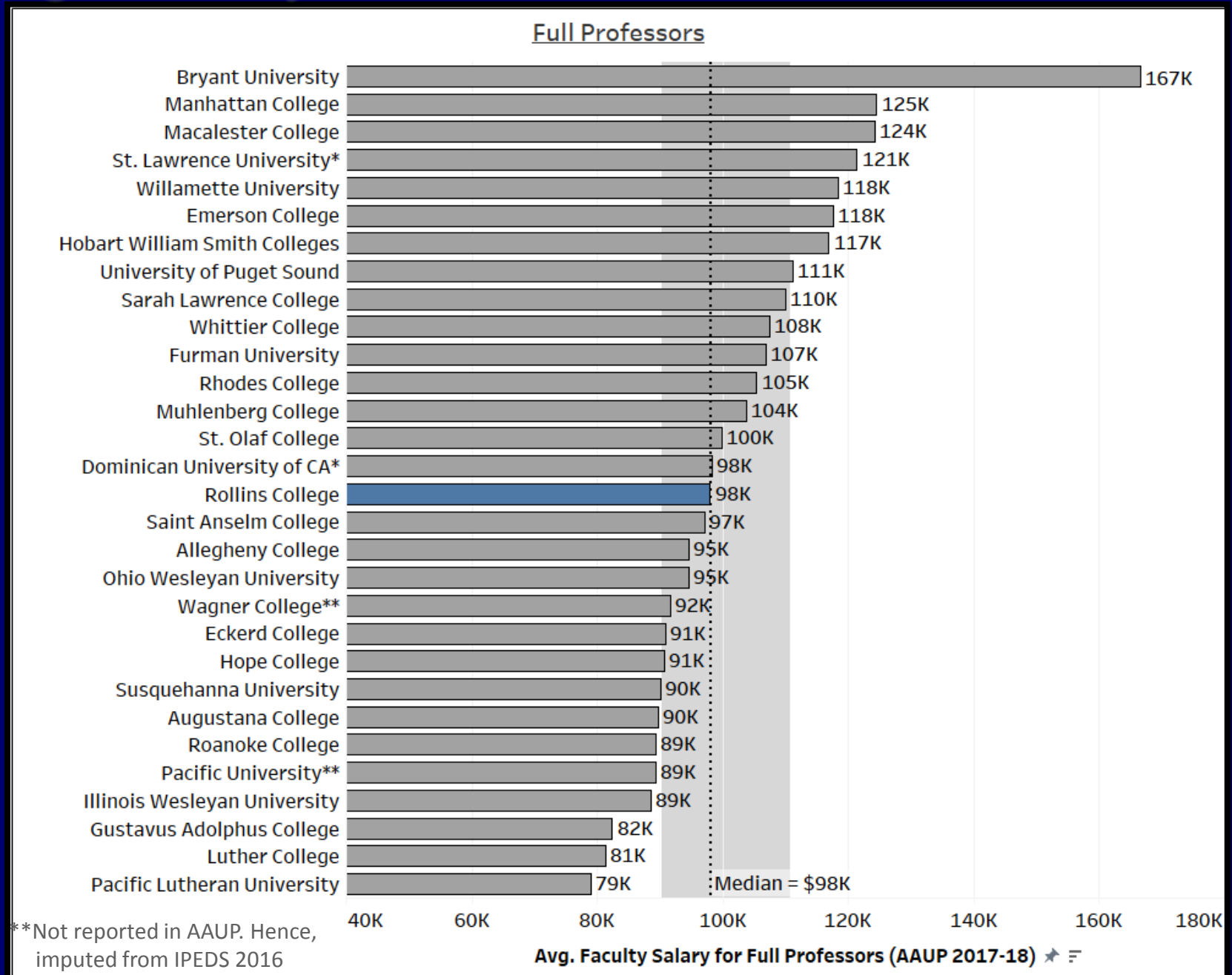
Assistant Professors



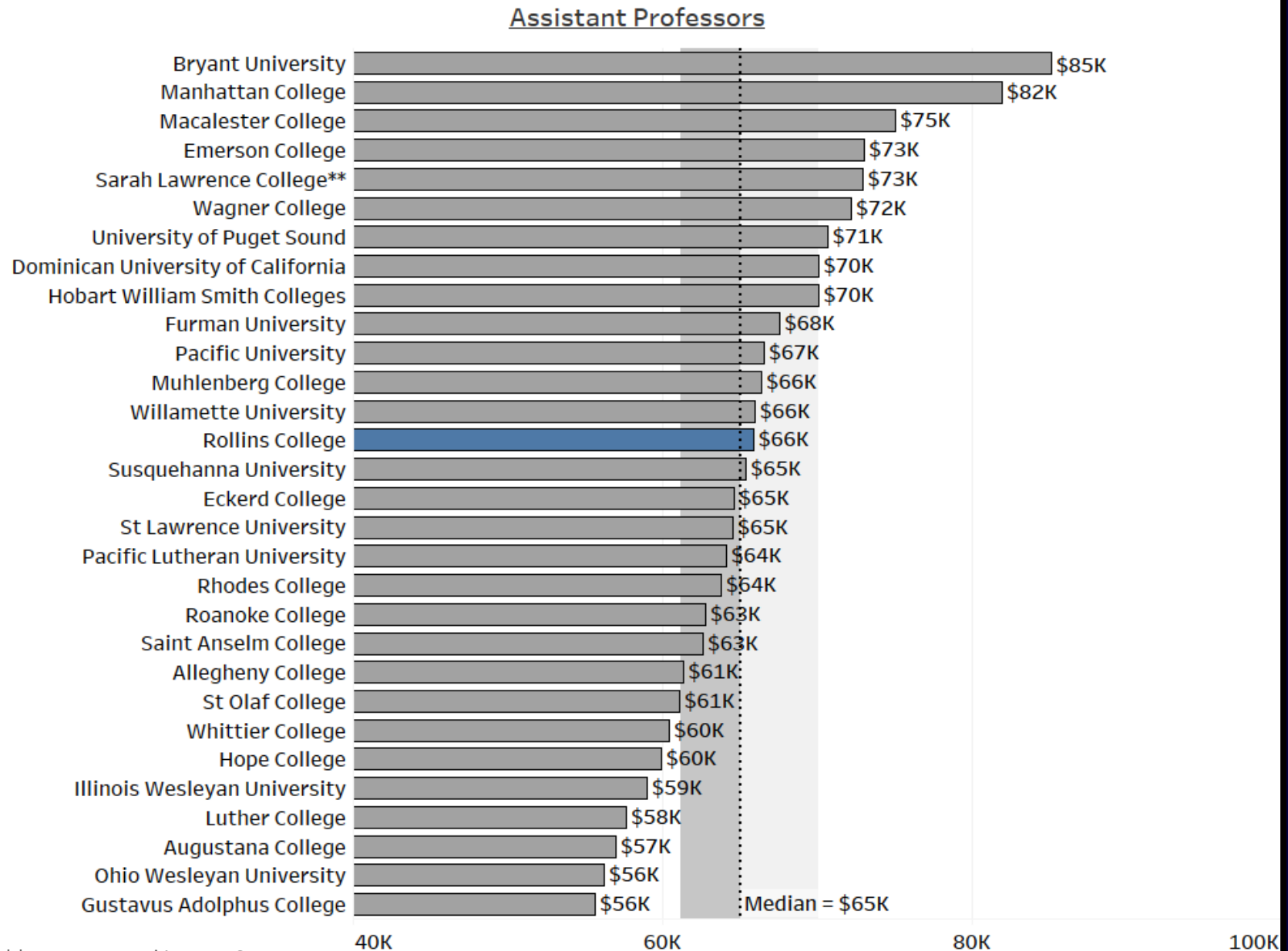
**Not reported in AAUP. Hence,
imputed from IPEDS 2016

Avg. Faculty Salary for Asst. Professors (AAUP 2017-18) ★ =

Avg. Salary of Full Professors (AAUP 2017-18)



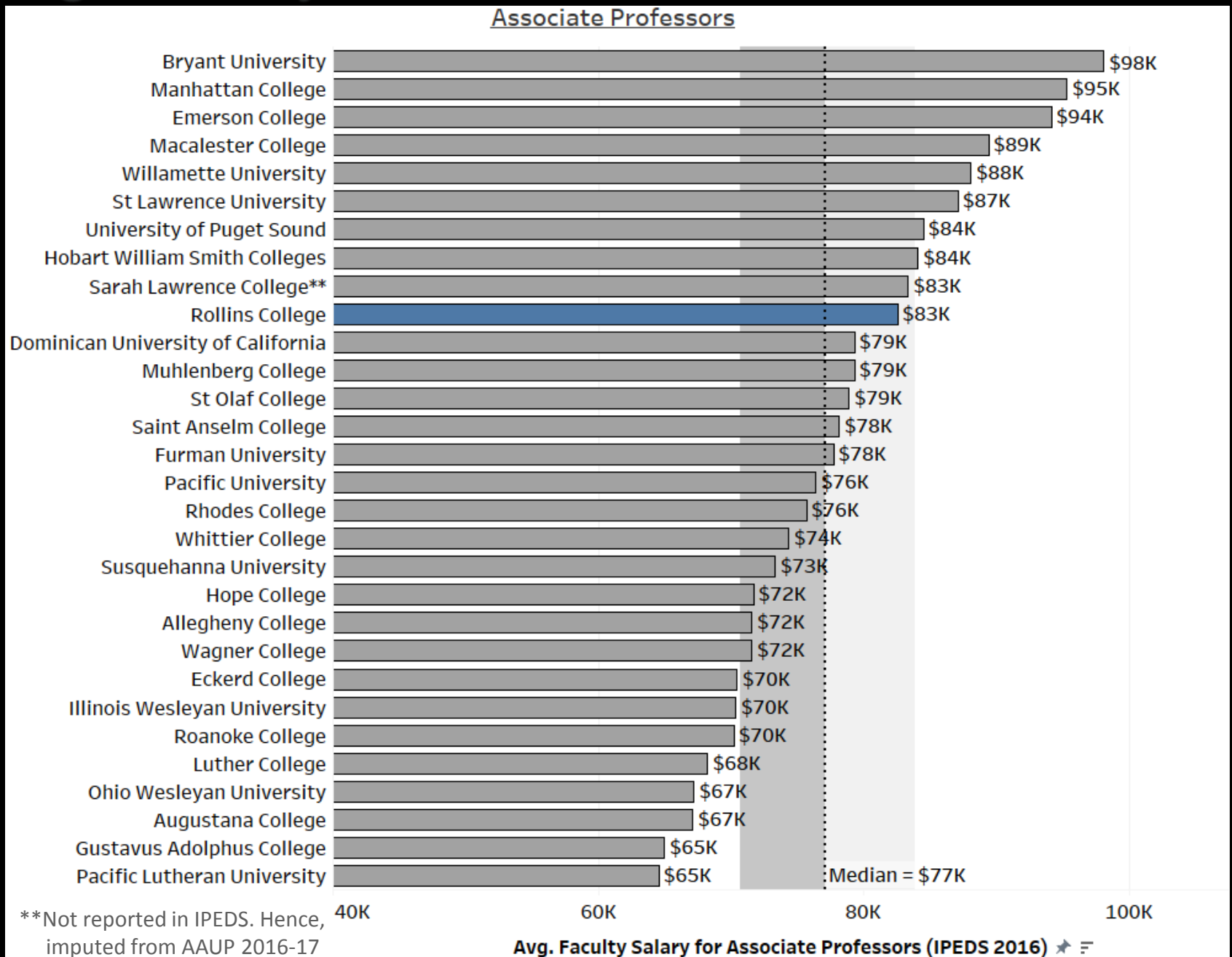
Avg. Salary of Asst. Professors (IPEDS 2016)



**Not reported in IPEDS. Hence,
imputed from AAUP 2016-17

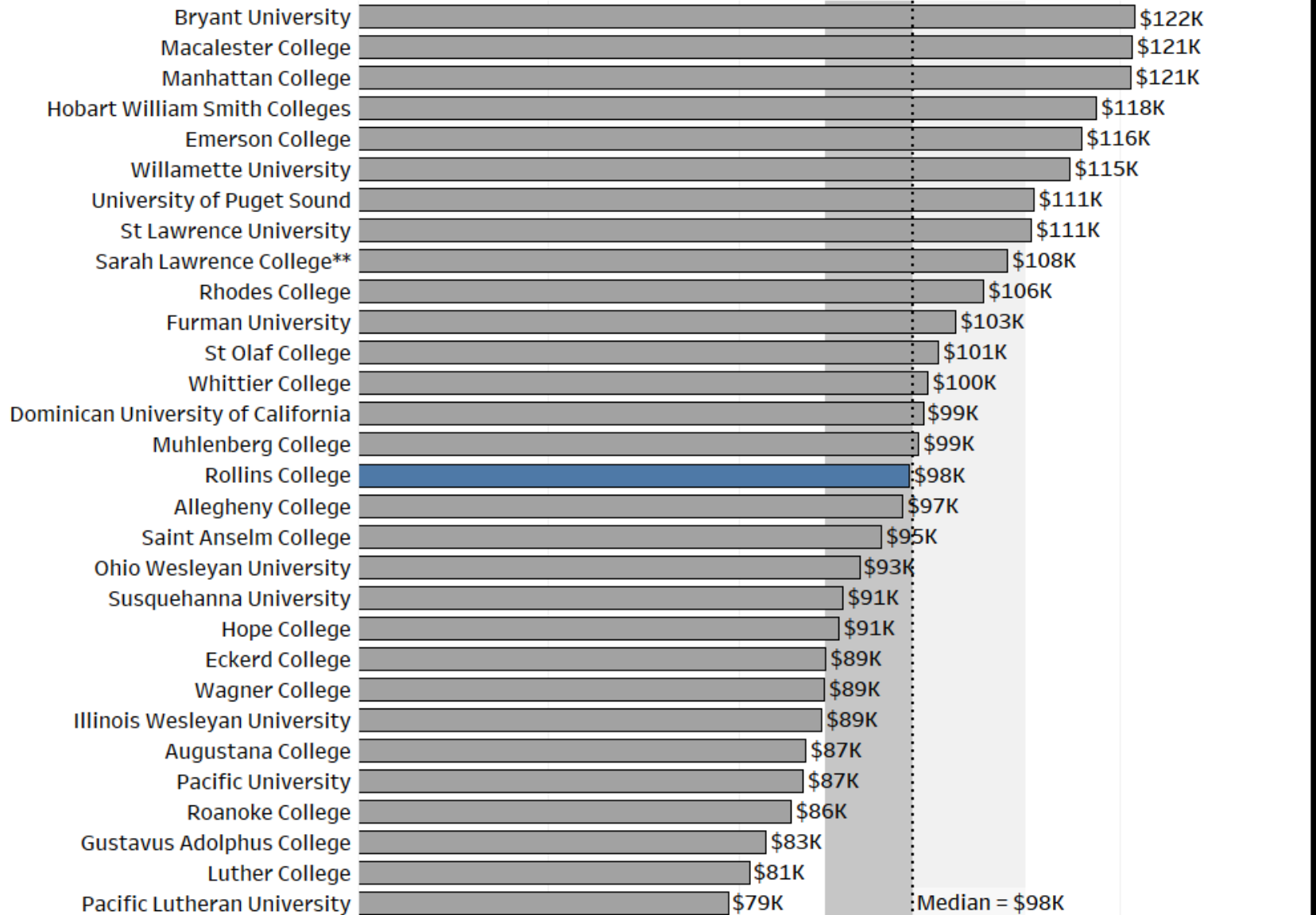
Avg. Faculty Salary for Asst. Professors (IPEDS 2016) ★

Avg. Salary of Assoc. Professors (IPEDS 2016)



Avg. Salary of Full Professors (IPEDS 2016)

Full Professors



**Not reported in IPEDS. Hence,
imputed from AAUP 2016-17